الجُمهوريّة العربيّة السوريّة
وزارةُ التّربية
المركزُ الوطنيّ لتطويرِ المناهج التّربويّة

Emar

English Series

11

Workbook

Scientific Section

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حقوقُ الطِّباعةِ والتَّوزيعِ محفوظةٌ للمؤسّسةِ العامّةِ للطِّباعَةِ
حقوقُ التأليفِ والنَّشرِ محفوظةٌ للمركزِ الوطنيِّ لتطويرِ المناهجِ التَّربويَّةِ
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Contents

Module 1	Learning for Life	Page
Unit 1	Creativity	6
Unit 2	Things you can't live without	14

Module 2	Energy	Page
Unit 3	Natural Resources	21
Unit 4	Nuclear Power	30

Module 3	Health	Page
Unit 5	Smoking and Health Problems	40
Unit 6	Physical Education	48

Module 4	Critical Issues	Page
Unit 7	Space	54
Unit 8	The Atmosphere	61

Module 5	The Environment	Page
Unit 9	Challenges	70
Unit 10	Life Conservation	77

Module 6	Science	Page
Unit 11	Maths	84
Unit 12	Solar System	93

Unit 1

Creativity

Reading

The genius of ancient Damascene houses

Beautifully intertwined houses that narrate the originality of the old buildings and the genius of their makers which summarise some of the characteristics of the old city of Damascus with all its cultural, historical and human heritage, and a unique style of architecture astonished everyone who visited it, so that it deserves its inclusion on the UNESCO World Heritage List.

This is how the French poet Lamartine described the city saying that there is a genius in Damascene architecture,"A people whose engineers appreciate the drawing of an edifice similar to Khan Asaad Pasha, and his workers are able to implement it, will not die in the field of arts," where we see enchanting pools of water filled with fragrant roses and green hanging canopies that soften the glow of the summer sun and heat. We also find the models clearly among the houses, where we see in the other corners architectural objects that appear like an umbrella to protect from the rain.

It seems that "the divisions and spaces in the Damascene house take into account the weather conditions during the seasons of the year, including the square, the liwan, the dawar, the boudoir, the hall, and others. Each element has its function that emerges from the need of the residents."

The old houses, with their elaborate construction, take the advantages of Damascene architecture in the simplest detail. Some people describe **them** as very accurate and well-made Syrian architecture, with a selection of decorative fashions, distinctive and appropriate at the same time, such as Khan Asaad Pasha and others.

These architectural and decorative creations go beyond all borders with the Arabic calligraphy, such as verses of poetry, proverbs or carvings in an elaborate handwriting found on the walls and ceilings. All these characteristics reflect the artistic flair, social traditions and the unity of the family prevalent in the city.

a **Read the text and answer the following questions.**

1. What features charectrise the old city of Damascus?

 ……………………………………………………………………….. .

2. What cools the summer temperature?

 ……………………………………………………………………….. .

3. What determine the houses elements?

 ……………………………………………………………………….. .

4. Why are the buildings described as attractive?

 ……………………………………………………………………….. .

5. What does the word **them** refer to?

 ……………………………………………………………………….. .

b **Match these definitions with the *highlighted* words in the text.**

1. to apply in a manner consistent with its purpose or design.
2. urging interest
3. talent
4. a layer of things spread over an area.
5. very common
6. a building standing permanently in one place
7. a beautiful handwriting
8. carefully organized and prepared

Vocabulary   Verb + Preposition

a **Complete the postcard by putting in the prepositions that are necessary. Sometimes, no preposition is required.**

Dear George,

We arrived in Tartous at about 9 o'clock. We got a taxi from the airport to the port, and then we took a lovely little boat to the island. I enjoyed looking [1] ………..……… the landscape on the way. When we reached [2] ……………..… the island, we looked [3] ……..……… our chalet but we couldn't find it. I talked [4] …………… a local man, and I asked [5] …………… directions. He offered to take me there. When we arrived [6] …………… the chalet, I offered to pay [7] …………… him, but he didn't want any money. The weather's lovely. I'll ring [8] …………… you when we get back from our holiday.

Love, Lura

b Fill in the spaces with words from the list.

wake **burst** **positive** **stimulates** **flow** **focusing** **button**

It's easy to tell when I'm in the creative ...., because it's so much easier to get out of bed in the morning. No more hitting the snooze three times - I usually .... before the alarm, ready to .... out of bed and get back into the project at hand. Similarly, I can create into the evening, ... for long periods without getting tired. A creative project .... me and gives me energy, rather than exhausting me. In turn, creative energy has a hugely .... impact on my mood.When I'm creating, I'm happy.

Pronunciation Consonants 1 /ð/ and /θ/

a Read the following extract, then classify the words in bold in the correct column.

Martha *and* ***Dorothy*** *were best friends.* ***Their birthdays*** *were on* ***the*** *same day and* ***they*** *always celebrated* ***that*** *day* ***together****. They* ***both*** *liked the same* ***smooth*** *music and the same* ***authors****. Everybody who met* ***them thought*** *they were sisters. They always told the* ***truth*** *to each* ***other*** *and they respected each other very much. They wanted to move to the* ***Netherlands*** *and planned to visit every country on* ***Earth****. For the two of them,* ***there*** *was* ***nothing*** *better* ***than*** *their friendship.*

/θ/
Martha

/ð/
Dorothy

b R1.1 Listen and check.

C Complete the table with your own words.

/θ/
theatre

/ð/
although

Grammar

Present Simple or Continuous

Present Simple

We use the *Present Simple*

- **to talk about regular habits or repeated actions:**
  e.g. I *get up* really early and *practise* for an hour or so most days.
  Words that describe how often or when are often used (**e.g.** *always, generally, normally, usually, often, sometimes, rarely, never, every day, every evening*).
- **to talk about permanent situations:**
  e.g. My parents *own* a chalet.
- **to talk about facts or generally accepted truths:**
  e.g. If you *heat* water to 100°C, it *boils*.
  The following words are often used: *generally, mainly, normally, usually, traditionally*.
- **to give instructions and directions:**
  e.g. You *go* down to the traffic lights, then you *turn* left.
- **to tell stories and talk about films, books and plays:**
  e.g. In the film, the hero saves the people of his town.

Present Continuous

We use the *Present Continuous*

- **to talk about temporary situations:**
  e.g. I'*m studying* really hard for my exams.

Words like *at the moment, currently, now, this week / month / year* are often used.

- **to talk about actions happening at the moment of speaking:**
  e.g. I'*m waiting* for my friends.
- **to talk about trends or changing situations:**
  e.g. The price of petrol *is rising* dramatically.
- **to talk about things that happen more often than expected, often to show envy or to criticise with words like *always, constantly, continually, forever*.**
  e.g. Dad's *always saying* I don't help enough!

State Verbs

The Present Continuous is not normally used with state verbs because the meaning of the verb itself is a general truth rather than something temporary. These verbs describes **thoughts** *(agree, believe, think, remember, forget, understand, etc.)*, **feelings** *(dislike, enjoy, feel, hate, love, mind, prefer, etc.)* , **senses** *(hear, see, smell, taste)*, **possessions** *(have, own, belong)* and **description** *(look, look like, seem, sound, etc.)*.

Note: Some state verbs can be used in the continuous form when the meaning is temporary.
e.g. What *are you thinking* about? (now)
I *think* you should tell her the truth. (my opinion, so not temporary)

a **Look at the following extracts and underline the tenses that the speakers used.**

1. *I'm wanting / want* to do some sports activities.
2. Our tennis team are *always looking / always look* for new people.
3. *Are members having to / Do members have to* pay to use the pools?
4. We'*re not actually allowing / don't actually allow* anyone to book the gym equipment.
5. What time *is suiting / suits* you?
6. Great, well, I'*m thinking / think* that's everything.

b **Fill in the gaps with the correct form of the verbs in brackets.**

- I'm busy right now. I'm filling in *(fill in)* an application form for a new job.

1. Be quiet! I .... *(want)* to hear the news.
2. My tutor .... *(see)* me for a tutorial every Monday at five o'clock.
3. John .... *(not / study)* very hard at the moment. I .... *(not / think)* he'll pass his exams.
4. "What .... *(he/do)*?" "He .... *(try)* to fix the television aerial."

5. Numbers of wild butterflies .... *(fall)* as a result of changes in farming methods.
6. My friend Omar's parents .... *(travel)* round the world this summer, and probably won't be back for a couple of months.
7. The college .... *(run)* the same course every year.

Everyday English *Starting and Finishing Conversations*

a **Mark the sentences S if they are useful for starting a conversation and F if they are useful for finishing a conversation.**

1. Nice to meet you. Did you have a comfortable flight?
2. Hi! What are you doing here?
3. Ok, I'll let you get in.
4. Leave me alone, will you?
5. Excuse me, could you help me?
6. Anyway, it's been nice seeing you again.
7. Sorry to disturb you.
8. Welcome to Syria! Is this your first visit here?
9. Right, I'd better get back to work.

b R1.2 **Mark the sentences S if they are useful for starting a conversation and E if they are useful for ending a conversation.**

c **Read these statements and make a dialogue. / Make responses to these situations.**

1. You are sitting in a café. A friend arrives with two companions and introduces you. After a short time, you have to leave. What do you say?

   ....

2. You are in a colleague's office. She wants to tell you about her weekend but you are in rather a hurry. What do you say?

   ....

3. Your friend has been talking about the film for the last twenty minutes. How do you get away?

   ....

Listening

a **Have you ever been to old Damascus? What attracted you?**

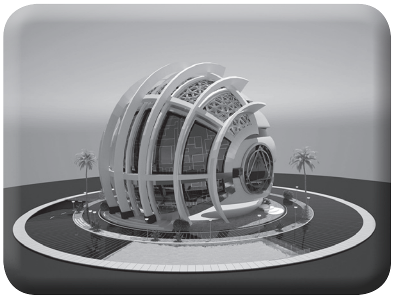
b R1.3 **Listen and fill in the gaps with the suitable words.**

Damascene house contains a spacious [1] …………….. in the middle where there is a pond flowing, [2]…………….. by spacious rooms, tall trees, and arches where you can see the house with its capacity, coordination and [3] …………….. for all the requirements of health and comfort.
Wonderful [4] …………….. in the various shapes and multi-colored marble are used in the channels of the houses, the water basins, the [5] …………….. and the seating terraces. The wooden decorations are used in the [6] …………….. and walls. They are painted in the most beautiful colors, [7] …………….. drawings and decorative lines reflecting the spirit of the original Arab Art.
Damascenes also paid [8] …………….. to the comfort of the soul so they planted a complete and [9] …………….. garden with a lot of trees, plants and local flowers inside their houses such as jasmine, mulberry, lemons, oranges and [10] …………….. trees.

c R1.3 **listen again and check your answers with your teacher.**

Speaking

Look at the following photos and do the tasks below:



1. Which photo attracts you the most?
2. Describe the architectural art of one of these photos.

Writing

a **Fill the following paragraph using functional words.**

With [1] …………….. small area of one of the rooms of his house [2] …………….. the western countryside of Damascus, and with simple tools [3] …………….. capabilities, the Syrian inventor was able to create several educational and medical machines [4] …………….. contribute to community service.
The combination [5] …………….. electronic and educational sciences and his belief that every idea [6] …………….. practically applicable and the necessity of shifting to material achievement and away [7] …………….. negative theoretical instruction in the educational process and turning [8] …………….. into an interactive method are [9] …………….. factors that formed for the inventor the environment that incubates his inventions and innovations.

b **In no less than 100 words write a paragraph about one of the following topics:**

- A creative architectural design.
- The differences between the old architecture and the modern one.
- Check grammar, spelling and punctuation.

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Unit 2

Things You Can't Live Without?

Reading

a **Have you ever been to old Damascus? What attracted you?**

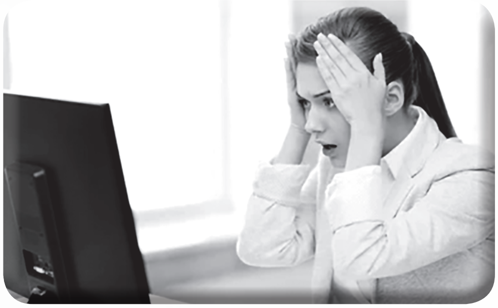
1. part and parcel	**a.** a computer language used for producing pages that can be put on the internet
2. announcement	**b.** an essential part of something
3. HTML	**c.** to stop doing something
4. confront	**d.** a small advertisement
5. reliant	**e.** to deal with something very difficult
6. abandon	**f.** dependent on someone or something

Techie or Technophobe

Our smartphones, laptops, and other gadgets which we somehow cannot live without, have become a part and parcel of our lives. The technology is advancing every day, so is the number of people who love and care about it. What about you? Are you a techie or a technophobe?

On one hand, you may be considered a techie as a person who is skilled in the technical field and gets excited about it. Here are the signs that indicate you might be a techie: first of all, when you frequently check your phone or other devices updates, emails, news, etc.

This is a sign that you are obsessed with technology. Another thing is that you are curious about new tech announcements and want to know everything connected with updates in new technology. Mostly, you use or understand most vocabularies that are filled with tech terms such as ''Bugs'' or ''HTML''. Also, you are likely to work in a tech field or you own lots of gadgets or electronics. And above all, whether you are social and have many friends or not, you would prefer to spend your free time with your electronic devices.



On the other hand, you may be considered a technophobe as a person who does not like modern technology and is not able to use it with confidence. May be you experience anxiety when confronting a new piece of complicated device. Here are five signs that indicate you might be a technophobe:

1. You are amazed when someone shows you a new trick in a machine or device.
2. You throw away the instructions and forget how to use the basic settings.
3. You haven't bought anything new in years.
4. You never update the software of your devices.
5. You do not trust e-books and prefer physical books as they cannot be deleted.

In fact, every new change – from the page of a printed book to the touch screen – is met with opposition. Technology has forced us to become reliant on it, and it would not be a good decision if we thought of limiting our exposure to technology or absolutely abandoning it.

b **Read the text and correct the following statements.**

1. The development of technology is decreasing everyday and is considered out-of-date to many people.
2. A technophobe always downloads e-books on his/ her mobile.
3. A techie isn't keen on gadgets and hasn't bought anything new for years.
4. ''bugs'' and ''HTML'' are well-known terms for a technophobe.
5. Every new change is welcomed by all people.

c **After reading the text, do you consider yourself a techie or a technophobe? Explain.**

Vocabulary How Machines Work

Complete the sentences using the suitable phrasal verb in the correct form.

turn down **switch off** **crank up** **turn on** **warm up** **give out**

1. Don't forget to ………………… all the lights when you go to bed.
2. My sister ………………… the radio, and listened to the six o'clock news.
3. After half an hour, ………………… the oven to a low heat.
4. The lamp's starting to go very faint. I think the batteries have ………………… .
5. We ………………… the volume and sang along at the top of our voices.
6. He waited for the photocopier to ………………… then continued copying.

Pronunciation Stress in Compound Words

a R2.1 **Listen to the following extract. Write the words in bold in the correct column.**

There's a good **shopping center**. You can find almost **anything** there. There are **bookshops**, **shoe shops**, a **travel agent's**, a **post office**, a **hairdresser's**, a **supermarket**, **everything**… and if you want a **hamburger** or **something**. Oh, and there is a **sports center** too, with a **swimming pool** and a **playground** for the kids. But be careful with your **hand bag**; I had my **credit card** stolen there once!

Oo	Ooo	Oo oo
bookshops	anything	shopping center

Follow up: Record yourself saying the text. Make sure you put the stress in the correct column.

Grammar **Articles and Determiners**

A determiner is a word used in front of a noun to indicate whether you are referring to a *specific thing or just to something of a particular type*.

There are two types of determiners: specific determiners and general determiners.

Specific determiners:

You use *specific determiners* when the person you are talking to will know which person or thing you are referring to. The specific determiners are:

- the definite article: *the*

e.g. *The man began to run towards the boy.*

- demonstratives: *this, that, these, those*

e.g. *How much is it for that big box?*

Young people don't like these operas.

- possessive determiners: *my, your, his, her, its, our, their*

e.g. *I'd been waiting a long time to park my car.*

Her face was very red.

General determiners:

You *use general determiners* when you are mentioning people or things for the first time, or talking about them generally without saying exactly which ones you mean. The general determiners are:

a	**a few**	**a little**	**all**	**an**	**another**	**any**	**both**	**each**	**either**	**enough**	**every**	**few**
fewer	**less**	**little**	**many**	**more**	**most**	**much**	**neither**	**no**	**other**	**several**	**some**	

There was a man in the lift.

You can stop at any time you like.

There were several reasons for this.

Choose the appropriate determiner.

1. Give me .... money I owe you.

a. the **b.** a **c.** an **d.** any

2. I want .... boat which would take me to the island.

a. the **b.** an **c.** those **d.** a

3. I was worried about .... exam results but I think I did very well.

   a. your b. their c. my d. our

4. I love history. I like reading .... kinds of history books.

   a. all b. this c. those d. a little

5. .... bikes are not parked properly.

   a. That b. This c. Those d. Any

6. .... people do not care about their hygiene.

   a. Much b. Little c. Many d. Any

7. Our team is well-trained to face .... opponents.

   a. some b. any c. few d. little

Everyday English *Buying Things*

Complete the dialogue with the suitable word.

come	**just**	**deserve**	**regret**	**treat**

Jackline: Hi Martha. I need some advice. There's a nice phone I want to buy, but you know, I don't really need a phone.

Martha: But your phone is out-of-date now. (1) .... **yourself**.

Jackline: I guess I can get it in the offer of this month.

Martha: (2) .... **on**! It's not a huge deal, is it?

Jackline: I don't think so.

Martha: If I were you **I'd** (3) .... **do it**.

Jackline: Yeah, maybe I would.

Martha: You (4) .... **it. I'm sure you won't** (5) .... **it**.

Jackline: Ok, I will. Thanks.

Listening

a R2.2 **Listen to the extract and complete the table.**

Name	*What makes him/ her happy?*	*Why?*
Nabil		
Rana	beauty	
Shadi		

b R2.2 **Listen again. Fill in the spaces with the suitable word.**

1. Hope renews Nabil's ……………….. and physical being.
2. Even if you lose certain things like opportunities, there is a chance to ……………….. what you've lost.
3. Rana can find pleasure in beautiful visions such as sunrises, hummingbirds and ……………….. .
4. "By love", Shadi means - love of ……………….., friends and every single detail in your life.
5. You can spread the joy of love by giving, ……………….. and serving others.

Speaking

In pairs, read the saying and discuss the questions.

> **"It is not how much we have, but how much we enjoy, that makes happiness."**

1. What does the saying mean? Do you agree with it?
2. What are the moral things in your life that make you happy?

Writing

a **Look at the pairs of phrases used in formal/ informal letters. Write (i) for informal phrases and (f) for formal phrases.**

Hi Perla (i) / Dear Sir or Madam (f)
I'm writing to inquire whether ...... / Just writing to say ......
Could you post it ...... / I would be grateful if you could send it ......
Let me know how much the postage is ...... / I will of course pay for the postage ......
I look forward to ...... / hope to hear from you ......
Thanks a lot ...... / Thank you very much ......
Yours faithfully ...... / Lots of love ......

b **Imagine that you have lost an important thing in your last holiday. Write a letter to your friend asking about it. Mention the following ideas:**

- What the object is.
- Describe the object (made of, color, shape, etc…)
- Why it's important to you / memories associated with it.

c **Make use of the phrases mentioned in 'a'. Check spelling, grammatical and punctuation mistakes.**

....
....
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Unit 3

Natural Resources

Reading

a **Before reading the text match the words with their meanings.**

1. give off	**a.** block
2. obstacle	**b.** to control or put to use
3. emission	**c.** to produce light or heat
4. attributed to	**d.** believed to be the result of something else
5. harness	**e.** the use of money to get a profit
6. investment	**f.** the act of sending out light, heat, gas, etc.
7. alternative	**g.** different from the usual or traditional way in which something is done

Solar energy

Solar energy is the key to a clean energy future. The sun gives off far more energy than we need to power everything on earth for billions of years. It is a renewable source of energy that can be harnessed to light homes, produce hot water, heat homes and produce electricity.

Limitless solar energy

The sun provides more than enough energy to meet the whole world's energy consumption needs, and unlike fossil fuels, it will not deplete anytime soon. As a renewable energy source, the only obstacle of solar power is our ability to transform it into electricity in an efficient and cost-effective way.

Clean source

No greenhouse gas emissions are released into the atmosphere when you use solar panels to create electricity. This is attributed to the fact that the sun provides more energy than we will ever need. Electricity from solar power is a very important energy source in the move to clean energy production.

No fuel to burn

After solar panels have been installed, operational costs are quite low compared to other forms of power production. Fuel is not required, and this means that solar power can create large amounts of electricity without the uncertainty and expense of securing a fuel supply.

Solar power and the environment

As a renewable CO_2-free power source, the environmental impact of solar energy is significantly smaller than other power generation methods. The impact is mainly related to the production and supply of the special materials and metals that are required to produce solar panels. The location and the water used to clean the solar panels also affect the environment. So, specialists are working hard to find alternative ways to clean the solar panels. Installation of the solar panels can be really costly; however, they are absolutely worth it. They are both energy as well as cost-efficient. All in all, they are a very wise and a very valuable investment.

b **Answer the following questions about the text above.**

1. How old is the solar energy?
2. What is the main worry about solar energy?
3. Why is the sun a clean energy resource?
4. What can solar energy be used for?

c **Complete the following sentences with information from the text.**

1. Unlike fossil fuels, solar energy ………………………………………… .
2. Using solar energy is free while installing it ………………………… .
3. To clean the solar panels, specialists ………………………………… .

Vocabulary

Make and Do

Choose the correct word to fill in the gaps.

1. What do you do for .... a living?
   a. doing
   b. making
2. Have you .... your homework yet?
   a. made
   b. done
3. Mary isn't very sociable. She doesn't .... friends easily.
   a. do
   b. make
4. We're having guests tonight, so please .... coffee for them.
   a. do
   b. make
5. My husband .... business in foodstuffs.
   a. does
   b. makes
6. Sorry, but I really have to .... housework now.
   a. make
   b. do
7. The hardworking student .... an objection for his low marks.
   a. made
   b. did
8. I like to engage my children in .... sports during summer holiday.
   a. making
   b. doing

Pronunciation

Consonants 2 / ʧ / and / ʤ /

a **Classify the words according to the sounds / ʧ / and / ʤ /.**

char, jar, which, joke, chalk, jest, chest, judge, fridge, champion, rich, edge

/ʧ/

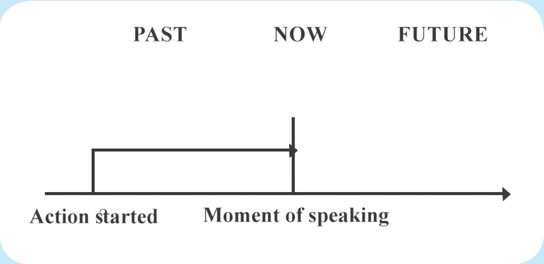
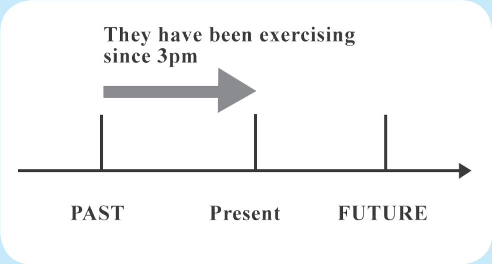
/ʤ/

b R3.1 **Listen and check.**

c **Underline the words that contain / ʧ / and circle the ones that contain / ʤ / in the following sentences.**

1. The children were jumping and playing catch.
2. The judge sent the man to jail.
3. This jelly is made of cherries.
4. The jeep is not cheap.
5. She's going to change the furniture in this room.
6. Charles was looking for a job.
7. Sometimes they cheer, sometimes they jeer.
8. Take this check to the manager.

Grammar Present Perfect Simple and Present Perfect Continuous

	Present Perfect Simple	Present Perfect Continuous
Form	**has / have + past participle**	**has / have + been + verb+ -ing**
Use	• to talk about a time period that is not finished. **e.g.** *I've written* a rough plan this morning. • to show that something happened at some point in the past before now. We don't indicate when it happened: **e.g.** I've collected plenty of information. The following time expressions *are often used: ever, before, up to now, still, so far.* • If we state when something happened, we must use the simple past. **e.g.** I wasted a lot of time last week. (~~not I have wasted a lot of time last week~~) • to talk about a present situation which started in the past, usually with ***for*** and ***since***:  • to talk about something that happened in the past and connected to the present: **e.g.** I've lived in Syria since I was born.	• to talk about an action over a period of time leading up to the present/ **e.g.** *I've been waiting* here for two hours. (I'm still waiting now.) • to talk about repeated actions up to now. **e.g.** Mike *has been playing* the guitar since he was seven. • to talk about an action which ends just before the present. **e.g.** She*'s been swimming*. That's why her hair is wet. 

We can use either the *Present Perfect Simple* or the *Present Perfect Continuous* to say how long a situation or activity has been going on.
e.g. *I've felt* tired for weeks.
I've been feeling tired since I started this course.

a Underline the correct verbs.

Dear Yolla,

[1] *I've just received / I've just been receiving* your message to us all about the seminar on Friday. [2] *I've worked / I've been working* on my presentation for the last week, and [3] *have now finished / now finished* it, so I'm happy to be one of the first to present it. However, [4] *I've made / I made* an appointment to see the university careers' advisor immediately after the seminar, so I'll need to leave on time. I'd like some advice about my presentation. At last week's lecture [5] *you've said / you said* that we should use visual aids as much as possible. [6] *I haven't found / I didn't find* anything to use. Is it essential? [7] *I've done / I did* lots of presentations before, and I feel OK about this one. In my last presentation, [8] *I used / I have been using* the overhead projector, and I want to do this again- does this count as a visual aid? One last question: [9] *I've been / I went* to professor Russel's lecture yesterday, and [10] *have been learning / learnt* quite a lot that is relevant to this course. Is it OK to refer to another course in my presentation? [11] I'*ve been wondering / I wondered* about this – maybe it is better to stick to the materials and references [12] *you've given / you've been giving* us. I hope you can let me know.

Thanks for your help.

Sam

b Tick (×) the correct underlined verbs, and correct the verbs that are wrong.

I would like to be considered for your degree course in zoology starting in March next year. I feel I am a good candidate for this course as I [1]have always been interested in natural history and even as a child I [2]have enjoyed studying animals and insects in my garden. Your sincere faculty has a good fame and I would very much like to be part of it.

As you [3]already saw in the first section A of this application, I have a good academic record and I [4]just received the results of my recent exams all of which [5]have been excellent.

In addition, your university attracts me because I enjoy sports and I [6]have read in your brochure about the large number of sports on offer. Last year I [7]have represented my school at badminton and I [8]played in football teams since I was eleven. I [9]have recently joined a basketball team which competes at a national level.

I [10]did not travel abroad much yet although as a young child I [11]have been to Thailand and China with my family. I realize that I [12]have not spent much time away from home up to now but am keen to become more independent.

1. ✓
2. enjoyed
3. ………………
4. ………………
5. ………………
6. ………………
7. ………………
8. ………………
9. ………………
10. ………………
11. ………………
12. ………………

Everyday English *Making Reservations*

A customer calls the travel agent. Write the phone answers and ask the customer about these travel arrangements.

Travel Agent: Western Travel, this is John speaking. May I help you?

Customer: Well, I want to make a flight reservation.

Travel Agent: What is your destination?

Customer: ....

Travel Agent: Ok sir. What is your departure date?

Customer: ....

Travel Agent: What is your return date?

Customer: ....

Travel Agent: Do you need a travel visa?

Customer: ....

Travel Agent: Do you want first class, business class or economy class tickets?

Customer: ....

Travel Agent: Do you need hotel reservation or rental car?

Customer: ....

Travel Agent: Thank you for choosing Western Travel. We will send you a confirmation email of reservation.

Listening

a R3.2 **Listen to how green alternative energy tips should be included in your life. Tell your partner.**

Key Words

- *switch to* = transfer
- *geothermal energy* = thermal energy generated and stored in the Earth
- *biomass energy* = energy generated by living or once-living organisms
- *turbine* = a machine for producing continuous power
- *hydropower* = water power derived from falling or fast- running water

b R3.2 **Listen again to choose the correct answer.**

1. Which power is considered green?
   a. wind power
   b. solar power
   c. both a & b
2. What is the best way to reduce electricity use for heating and cooling?
   a. by using geothermal energy
   b. by using gas
   c. by using fuels
3. How many years does a wind turbine save you money?
   a. 10 years
   b. 20 years
   c. 30 years

Speaking

Read the statement and answer the questions below " Water covers 71% of earth surface."

1. How can we make use of water to produce energy?
2. What can governments do to benefit from river water?
3. What do you recommend to save this crucial resource?

Writing

Use your own words to answer the following questions:

1. Why do we need new energy resources?
2. Are the new resources going to be temporary or permanent?

Write a composition of no more than 80 words about the following topic:

«Even though wind energy creates less energy than average fossil-fueled power stations, it is harmless and is more profitable to newer technology."

The following may help you:

- No fossil fuel is burnt to get electricity.

- Modern technology helps to extract this energy efficiently.
- It can be used with solar energy to provide a steady and reliable resource

Unit 4

Nuclear Power

Reading

a **Before reading the text, match the words with their meanings.**

1. conservation	**a.** outer parts
2. kettle	**b.** preservation/ careful management
3. appliances	**c.** the act of cleaning a toilet with a sudden flow of water
4. flush	**d.** a covering for a window
5. blinds	**e.** a device that detects a signal
6. sensor	**f.** the act of keeping sth in a good condition by checking or repairing it
7. peripherals	**g.** teapot
8. maintenance	**h.** devices

Energy Conservation Tips

There are many things you can do in your day-to-day life and home and at work to save as much wasted energy as you can.

There are some tips below that could help you save money and become more energy efficient at the same time.

At Home

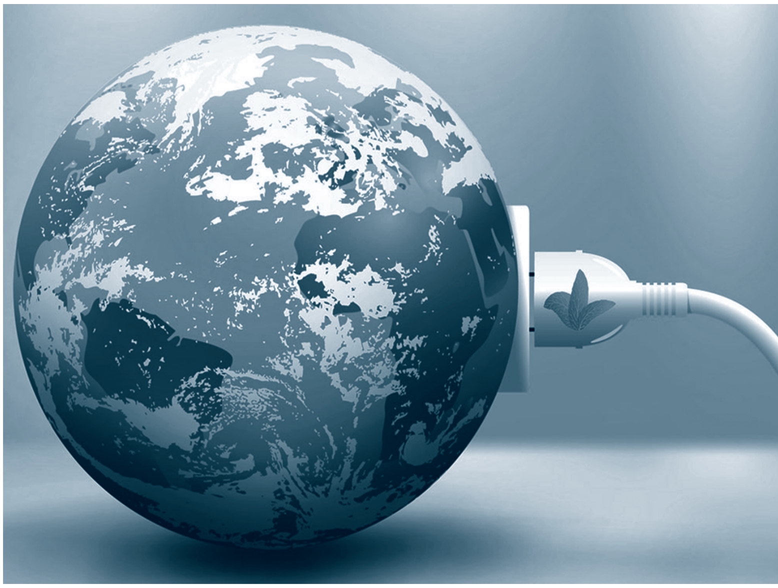
- Replace incandescent bulbs with energy-efficient compact fluorescent ones.

- Turn off TVs and lights when you leave the room or aren't using them.
- Boil water in a pot on the stove instead of using a kettle.
- Use smaller appliances such as the microwave or toaster instead of the oven.
- Take short showers instead of baths.
- Install dual-flow toilets to reduce the amount of water used per flush.

At Work

- Make sure all windows and doors are closed during off hours, and only open when necessary during open hours.
- Use sunlight instead of turning on the heat, where applicable and reduce air conditioner usage in summer.
- Open blinds and shades instead of turning on lights where you can.
- Use motion sensors for areas of your office to automate when lights shut off.
- Turn all computers and network peripherals off at the end of the day.
- Use energy efficient devices and replace all screens with LCD/LED.
- Take part in a recycling program and make sure all lighting, appliances and electronics are recycled if possible efficiently.

In Vehicle



- Make sure your tires are always filled with air, which increases movement efficiency.
- Have regular maintenance on your vehicle to make sure that everything is working to the best performance.
- Do not warm your vehicles up as simply driving right after turning on the ignition will warm the vehicle up just as well.
- Find alternate routes to your destination, as spending time in traffic not only wastes petrol, but will likely force you to use more heat.

Everyday

- Use products made of recycled paper, or biodegradable materials.
- When shopping, use the least amount of plastic bags if possible or use recyclable bags that can be used over again.

b **Answer the following questions about the text above.**

1. What is the importance of these tips?
2. Where should you boil water?
3. Which consumes more water, the shower or the bath?
4. Why should you open the blinds?
5. How is the movement of the car increased?

c **Decide if the statements are *True* or *False*.**

1. When replacing incandescent bulbs, we can use any kind of bulbs.
2. Turn all computers and network peripherals on at day end.
3. Maintenance on the vehicle makes everything work to the best performance.
4. One of the ways of preserving energy is to use recyclable bags.

Vocabulary — Confusing Verbs

a **Fill in the gaps with the correct form of the verbs.**

1. Samer did not correct his mistake until his friend.................... (*remind / remember*) him.
2. It ……….. (*look / seem)* as if Mary is upset.
3. If we leave now, we'll ……….. *(avoid / prevent)* the rush hour.
4. It ……….. *(look / seem)* as if the weather is going to change.
5. If there are no other subjects to ……….. (*argue / discuss),* we may end the meeting now.
6. I...................... *(notice /realise)* that oil was leaking out of the car's engine.
7. He wrote a few notes to *(remember / remind)* himself of what he wanted to say.
8. I didn't *(recognise / realise)* him. I hadn't seen him for ages.

Pronunciation — Short Vowels / æ /, /e /, / ı /, / ʌ /, / ɔ /, / ʊ / and / ə /

a **Classify the words according to the pronunciation of the letters in bold.**

upon, m**e**t, t**a**lking, h**i**ll, h**a**ppen, s**u**mmit, b**a**ck, d**o**g, m**a**chine, w**ou**ld, r**i**ch, b**u**tter, j**a**cket, l**o**st, t**e**ll, c**ou**ld, r**u**g, spr**i**ng, f**u**n, c**o**rrect, **a**fter, l**oo**k, k**i**tchen, w**e**ll, g**o**t, paym**e**nt, m**e**n, p**u**t

/æ /	/e/	/ɪ/	/ʌ/	/ɔ/	/ʊ/	/ə/

b R4.1 **Listen and check.**

Grammar Past Tenses

Past Simple

We use the past simple

- to talk about single past completed actions. Often the time is mentioned:

e.g. A few weeks ago, a woman *called* to report a robbery at her house.

- to give a series of actions in the order that they happened:

e.g. The burglar *came in* through the front door, *picked up* the woman's handbag, *emptied* it out and *stole* her purse.

- to talk about past repeated actions:

e.g. When her son *got* older, he often *went out* to visit his friends after school.

- to talk about long-term situations in the past which are no longer true:

e.g. Bill *worked* for the police for over 17 years.

Past Continuous

We use the past continuous:

- To provide the background scene to an action or event (usually in the past simple). We often use words like *when, while* and *as*:

e.g. He *was doing* his homework in his bedroom when the burglar came into the house.

Past Perfect

We use the Past Perfect

- When we are talking about the past and want to mention something that happenedb earlier:

e.g. His father was a composer and his grandfather *had also been* a musician.

Sometimes we use words like *just* or *already*.

e.g. By the time he was 17, Mozart's reputation *had already begun* to spread through Europe.

- With words like *when, as soon as, by the time, after* to show the order of events:

e.g. *When* Mozart *was* born, five of his siblings *had already died*.

a **Mark is telling the story of how he forgot his passport. Put the verbs into the correct form.**

It *happened* *(happen)* last May at the airport. A few weeks before, a group of us decided to go to Oman together for a holiday. We [1] .... *(wait)* in the queue at passport control when suddenly I [2] .... *(realise)* that I [3] .... *(forget)* my passport. [4] .... It was quite a shock. I [5].......................... *(hurry)* to a phone and rang my parents. They [6] .... *(work)* in the garden, but luckily my sister [7] .... *(hear)* the phone. They [8] .... *(find)* the passport and immediately [9] .... *(drive)* to the airport with it. I [10] .... *(meet)* them at the information desk to take my passport. I [11] .... *(run)* all the way to the plane. I was just in time. When I [12].......................... *(get)* there, the passengers [13] .... *(sit)* in their seats ready for take-off. When they saw me, everyone started clapping.

b **Complete the following sentences using clauses.**

1. When the students had done the experiement, ...
2. While David was putting all the dishes away, ...
3. The man arrived at the store before ....
4. The chairman didn't speak until ....
5. I was waiting at the checkout when ....

Everyday English *Persuasion*

Complete the dialogue with suitable clauses from the box.

A: Hey, David, have you got a minute? I've got a small favour to ask you.
B: OK.
A: ....
B: Presenting? I've never done anything like that before.
A: ....
B: Oh, I don't know …
A: ....
B: Urgh … But what if I make a bad joke?
A: ....
B: Mmm …
A: ....

1. Come on! There's nothing to lose!
2. David, you'd really be helping me out.
3. How would you feel about presenting the marketing awards ceremony with me?
4. Look, I wouldn't usually ask, but you're the only person who could do it. Why don't you give it a go?
5. You're a great speaker! And funny. I think you'd be brilliant at it.

Listening

a R4.2 **Listen to a text about "Wind Energy", and find out the answers to these questions.**

1. Is there an energy problem?
2. Which kind of energy causes pollution?
3. How does wind power work?

b R4.2 **Listen again and decide if the following sentences are *True* or *False*.**

1. Wind power can be changed into electricity.
2. The machines are heavy and tall.
3. A wind farm has trees and plants.
4. The blades move even if there is no wind.
5. The quantity of power depends on the size of the turbine and the amount of wind.
6. Wind turbines are completely clean and safe energy.

Speaking

What do you think of the statement: *"Our children will inherit the consequences of our bad use of the Earth's resources?"*

Discuss these points:

1. What are the Earth's resources?
2. What is this generation doing with the Earth's resources?
3. What will result from the consumption of fossil fuels, coal and others?
4. How is global warming taking place?
5. Will our children inherit the consequences if the resources run out?

Writing

a **Use your own words to answer the following questions.**

1. Why do we need new energy resources?
2. Are the new resources going to be temporary or permanent?

b **Write a paragraph of no more than 80 words giving recommendations about the following topic:**
"Many see electricity as the transportation fuel of the future. We need to save energy efficiently to meet and reduce energy demand for the generation ahead."

c **With a partner, check your paragraph for spelling and grammatical mistakes.**

Progress Test 1

Reading

Learning from experience can make us stronger and more capable of doing the right things. It is a lifelong process that is not only academic but greatly experiential as well. Everything we do, observe or hear, creates an opportunity for evaluation, understanding, and creation of new ideas.

The best way to learn something is to make mistakes first. Thomas Edison, who invented light bulb, did hundreds of experiments that failed. However, he believed that it is never too late to start again. Failures and false starts are the condition of success. In fact, a surprising number of everyday objects had their beginnings in a mistake or a misunderstanding. Penicillin and even bread are all unexpected inventions. Careless lab scientist Fleming noticed penicillin by accident when he returned from two-week vacation to find that mold had developed on some of his samples and destroyed all the bacteria it touched. A tired Egyptian worker invented bread when the dough rose during his sleep.

Most of our life experiences are great opportunities to learn new skills for personal development. But many people don't take advantage of such opportunities simply because they don't have a mindset focused on learning. It is greatly different from conventional learning as there may be no teacher or mentor involved. The learner plays an active part in the learning process. It is an individual-focused learning technique for learning from experience. A common example of real learning through experience is that of botany students. While they can simply learn about the various plants and trees by reading books on the subject, they are regularly taken on trips across biodiversity parks, gardens, and forested areas for learning from observation.

The learners don't have to rely on things they hear from others or read from books but can learn based on their own experiences. The most important thing to remember is that you need to learn from your mistakes. If you don't, then there is no sense in making them. Shift your mindset and understand that there are actually no mistakes, but lessons and learning opportunities.

Adapted from: https://harappa.education/harappa-diaries/learning-from-experience

a **Answer the following questions.** **(8 marks)**

1. Why is it important to learn through experience?
2. How did Thomas Edison reach success?
3. How was penicillin discovered?
4. What do you learn from your mistakes?

b **Find words in the text which mean the following.** **(6 marks)**

1. a mixture of flour and water ready to be baked
2. outlook
3. a scientific study of plants

c **Complete the following sentences with information from the text.** **(8 marks)**

1. One advantage of learning from experience is ....

2. Bread is invented by ....

Grammar

a **Complete each pair of sentences using the same verb. Use the *Present Perfect* in one sentence and the *Present Perfect Continuous* in the other. Use negative forms where appropriate.** **(14 marks)**

disappear give read stay stop swim put

1. **A.** Martina Gonzalez .... in a rented flat since returning to Buenos Aires.
B. we .... at this hotel a couple of times before.

2. **A.** All day, the police .... motorists to question them about the accident.
B. Good, the noise .... I can start concentrating on my work again.

3. **A.** I .... any of Dickens' novels.
B. I .... this book on astrophysics for hours and I'm still only on page six.

4. **A.** Dr Fletcher .... the same lecture to students for the last ten years.
B. Mr Sato .... nearly a million pounds to the charity this year.

5. **A.** I did 20 lengths of the pool today. I .... that far since I was at school.
B. I .... and I feel exhausted.

6. **A.** In recent years, companies .... increasing resources into internet marketing.
B. The South African coal company .... the Calverton Mine up for sale.

7. **A.** An important .... file from my office.
B. Plants and vegetables .... from my garden since we had new neighbours.

b **Amy is writing a blog for her friends and family as she travels around Australia. Use the *Present Simple, Present Continuous, Past Simple or Past Continuous* of the verbs in the box to complete the extract.** **(20 marks)**

In 1 – 10 use:

arrive feel (x2) get go know spend text wait ~~write~~

In 11-20 use:

ask complain enjoy get (not) get on
hear look (x2) seem start

I [(1)], ___am writing___ this blog in a hotel room in Perth. I (2) .... here a couple of hours ago after a long coach journey from Adelaide. I (3) .... pretty tired so this will only be a short post before I (4) .... to sleep. As you (5) .... I (6) .... last week in Adelaide with Ruby. I (7)..................... her a month or so ago to tell her when I would be arriving, and she (8)..................... at the airport for me when I (9) .... there. For the first few days, I (10) .... quite jet-lagged, but I soon (11) .... over that after a few days of lazing around on the beach. Ruby (12) .... living in Adelaide a lot, although she (13) .... for a new job just now. It (14) .... that she (15) .... very well with her colleagues. Apparently they constantly (16) .... about the working conditions and it (17) .... to annoy Ruby. She (18) .... me to pass on her best wishes to all her old friends. So now I (19) .... forward to exploring Perth. I (20) .... it's a wonderful place. I'll post again soon. Amy

C **Use *a*, *an*, *the*, or *nothing* to complete the following text.** **(10 marks)**

Something very strange happened to me the other night. As I was going home, (1)..................... old man came up to me. He had (2) .... untidy hair and (3) .... paint all over his clothes. He told me that he was (4) .... head of the local council and that he was offering me a job as (5) .... road sweeper. He said that (6) .... road sweeper earns a great deal of money and that I would become very rich in (7) .... future. Well, I just said 'No, thanks' and walked on. When I looked back he had stopped (8) .... woman. He was telling her that he was (9) .... minister and that he wanted her to be (10)..................... his secretary.

Writing

(30 marks)

Write a paragraph of no more than 80 words about the famous saying: "tell me and I forget, show me and I remember, involve me and I understand". The following hints may help you:

- Take part in the activity, not only read about it in the textbooks (tennis, swimming, etc.).
- School subjects are best learnt in practical ways (history: by exploring old buildings, going to museums, etc.).
- Learning life skills (taking part in a debate, interviewing people, etc.).

Unit 5

Smoking and Health Problems

Reading

a **Before you read the article, match these words with their meanings.**

1. deprivation	**a.** remove dirt, make pure
2. abundantly	b. motivate
3. purify	**c.** related to the heart and blood vessels
4. toxin	**d.** lack, taking away, a state of extreme poverty
5. stimulate	**e.** something poisonous
6. refrain	f. plentifully
7. cardiovascular	**g.** not do something

b **Read the article and match these headlines with the paragraphs they relate to. There is one headline you do not need to use.**

A. Replacing saturated fats with unsaturated fats
B. Drinking plenty of water
C. Eating healthy food
D. Swimming
E. Eating a rich breakfast and light dinner
F. Getting enough sleep
G. Exercising regularly

How healthy are you?

Have you ever wondered why you always feel tired even with no hard effort? Usually the main cause is not satisfactory, but rather the unhealthy lifestyle that we all suffer from, whether in food or daily habits. Here are the most important healthy habits that will restore you a feeling of energy and vitality again.

1. ……………………………………

Studies show that sleep deprivation causes many health problems like weight gain, obesity and depression. So try to keep the number of your sleep hours not less than 6 to 9 hours depending on your nature, and it is preferable to sleep early, as early night sleep is deeper than a daytime sleep.

2. ……………………………………

Do not forget to drink abundantly, and it is recommended to drink at least 12 cups of water in the summer and 8 cups in the winter, preferably before meals. Drinking water helps to increase the rate of burning calories and to purify the body and liver of toxins, which is reflected in the purity of the skin.

3. ……………………………………

Exercise for 15-30 minutes a day. Choose the sport that you prefer according to your lifestyle, such as walking, running, swimming, or exercising on electrical appliances, or aerobics at home. In addition to maintaining your weight, exercising will help you stimulate blood circulation and feel more energetic.

4. ……………………………………

Make sure that your diet is healthy and varied. Eat more fruits and vegetables. Try to reduce your intake of foods that contain white flour. Use salt and sugar in very small quantities and refrain from eating junk food.

5. ……………………………………

Fats are important for good health, yet too much of them can negatively affect weight and cardiovascular health. In general, nutritionists advise to limit the consumption of total and saturated fats. Reduce eating fats that cause high cholesterol, and replace them with healthy ones such as olive oil, avocado, and peanut butter.

6. ……………………………………

Never skip breakfast. Do not drink coffee immediately after you wake up. Make your breakfast varied and rich in protein. Make your dinner light and eat fruits or vegetables with a cup of yoghurt. The famous proverb says: "Eat the breakfast of kings, the lunch of princes, and the dinner of the poor."

c **Read the article again and complete the sentences with a word or a phrase.**

1. .... is one of the results of sleep deprivation.
2. .... is not as deep as early sleep.
3. It is preferable to drink water ....
4. Drinking a good amount of water has an effect on .... skin.
5. Exercising will help you motivate blood ....
6. .... fats like olive oil and avocado do not cause high cholesterol.

d **Answer the following questions about the article.**

1. How long should an average man sleep?

   ....
2. Why is drinking water beneficial for digestion?

   ....
3. In what way is exercising helpful for the circulation system?

   ....
4. Which kind of fat should be avoided?

   ....
5. "*Eat the breakfast of kings, the lunch of princes, and the dinner of the poor.*" Give another speech or proverb about health.

   ....

Vocabulary

Phrasal Verbs

a **Rewrite the following sentences replacing the underlined verbs with a suitable phrasal verb from the box in its correct form.**

pass out	fight off	throw up
pass away	come round	come down with

1. Our old neighbour is suffering from cancer. I think she will <u>die</u> soon.
2. The poor man hasn't eaten much food lately. He was <u>losing conscious</u> from hunger.
3. Hani <u>became conscious</u> after he had undergone a serious operation in the heart.
4. There are three COVID-19 patients in hospital who are <u>resisting</u> the disease.
5. Our teacher will be absent tomorrow. She feels she <u>is becoming ill with</u> a bad cold.
6. My little brother had a bad stomachache yesterday. He <u>emptied his stomach from</u> all the food he had eaten.

b **Complete the following sentences using the appropriate word between the brackets (*health, healthy,* or *unhealthy*).**

1. Having a *(healthy, unhealthy)* diet can help prevent illness and disease.
2. Drinking alcohol is a significant *(healthy, unhealthy)* risk and can have many long and short-term consequences.
3. He had been suffering from ill- *(health, healthy)* for several months before he died.
4. I read in a magazine article that it is *(healthy, unhealthy)* to eat too much red meat.
5. Despite celebrating his 90th birthday, Peter had no medical problems and was in remarkably good *(health, healthy)*.
6. Regular exercise is an important part of a *(healthy, unhealthy)* lifestyle.
7. After his sister died young of a heart disease, Bill became far more *(health, healthy)* conscious and made changes to his lifestyle and diet.

c **Fill in the gaps with a word derived from the words in brackets.**

1. I didn't have any brothers or sisters, but I lived a very happy .... *(CHILD)*
2. My father seems to be very happy in his .... *(RETIRE)*
3. He was too sad after he had heard about his aunt's .... *(DIE)*
4. When is your .... day? *(BORN)*
5. .... is the age when a person is between 12 and 18. *(ADOLESCENT)*

Pronunciation Long Vowels / ɑː /, / ɜː /, / iː /, / ɔː / and / uː /

a **Classify the words in the suitable column.**

Thursday , moon , war , eat , all , bath , service,
piece , true , start ,palm , tool , four , feel , firm

/ ɑː /	/ ɜː /	/ iː /	/ ɔː /	/ uː /

b R5.1 **Listen and check.**

b **Match the words on the left with their correct long vowel on the right.**

1. sheet, leaf, niece	**a.** /uː/
2. few, mood, two	**b.** /ɔː/
3. first, burn, worst	**c.** /ɑː/
4. fall, paw, sort	**d.** /iː/
5. far, dance, palm	**e.** /ɜː/

Grammar — Past Simple and Present Perfect

- The *PRESENT PERFECT* is used to talk about past events when there is no specific mention of time.

e.g. *I've met Lina, but I haven't met her husband. Have you met them?*

- The *SIMPLE PAST* is used when there is a specific mention of time.

e.g. I *met* Helen yesterday at a party. Her husband was there too, but I didn't meet him. *Did you meet* them at the party?

- The *PRESENT PERFECT* is used for situations that began in the past and continue to the present.

e.g. Sham has been a teacher for ten years. She loves teaching.

- The *PAST SIMPLE* is used for situations that began and ended in the past.

e.g. Jim *was* a teacher from 2008 to 2013. Now he is a salesman.

a **Complete the sentences. Use the *Simple Past* or the *Present Perfect* form of the verbs in brackets.**

1. Fatima is from a hot part of her country. She *(never see)* .... snow.
2. Last January, I *(see)* .... snow for the first time in my life.
3. Last night, my friend and I *(have)* .... some free time, so we *(go)* .... to a show.
4. Since classes began, I *(not have)* .... much free time. My classes keep me really busy.
5. Nadia *(be)* .... in this class for three months. Her English is getting better and better. She plans to take this class until the end of May.
6. Mrs. Kareem *(be)* .... in our class for three months, but then she left school to get a job.
7. Later breaking news! A major earthquake *(just occur)* .... in southern Tahran. It *(occur)* .... at 7.15 a.m.
8. I admit that I *(get)* ....older since I last *(see)* .... you.

b **Complete the sentences with the pair of verbs from the box. Choose the most appropriate tense – *Present Perfect* or *Past Simple*.**

be able / feel	**happen / speak**	**improve / be**
rescue / be	**not want / fall**	**work / not have**

1. Hanadi …………………….. to go swimming since she …………………….. in the river.
2. Since she ………………………… at the company, she …………………. a day off through illness.
3. Since Ibraheem ……………………… the girl from a house fire, he …………… on TV almost everyday.
4. A lot ………………………… since I last ……………………… to you.
5. Since I ……………………….. to drive, I ………………………… much more independent.
6. Stefan's reading …………………… enormously since he …………………… at school.

Everyday English *Being a Good Guest*

Read the conversations. Cross out ten extra words.

a. **A:** Hi, Fadi. Is it OK if I to bring a friend to your party?
B: Yes, of course. No problem.
A: Oh, and one other thing. Do I need for to bring anything?
B: No, it's not the necessary. We have everything we need.

b. **A:** I put my feet on the table. Did I do something wrong?
B: Oh. It's considered be a bit rude.
A: Really? Sorry about that. I didn't know.
B: It's OK – we can explain you didn't understand.

c. **A:** Is this for a bad time?
B: Can you to come back in ten minutes?
A: Yes, of course. My apologies. I didn't can realise you were in a meeting.
B: It's fine. Don't to worry about it.

d. **A:** We caught Donald stealing again. What should we to do?
B: If I were you, I'd give him a final warning. You haven't told anyone else?
A: No, of course not. OK, I'll do that. Should I tell my boss?
B: No, you'd better be not.

Listening

a **Label the pictures below using the words in the box.**

obese	thin	sick	slim	fat	well-built

b **R5.2** **Listen to people talking about their healthy habits. Are they satisfied (S) or dissatisfied (D) beside each one?**

1. .... **2.** .... **3.** ....

4. .... **5.** .... **6.** ....

c **R5.2** **Listen again and decide what body shape does each one have. Use the words in number a.**

1. .... **2.** .... **3.** ....

4. .... **5.** .... **6.** ....

Speaking

a **Look at the following statements and decide if you agree or disagree.**

1. Many people are used to walking to lose weight.
2. Sleeping during the day can compensate for sleeping at night.
3. Eating fast food helps increase weight.
4. An apple a day keeps the doctor away.
5. Breakfast is a very important meal.

b **Work in pairs. Choose one of the statements above and give arguments for or against it. Tell your partner.**

c **Choose the correct responses.**

1. I can't quit smoking.	**a.** So does every smoker.
2. I don't have enough will power.	**b.** Of course you do.
3. I wish I had never started.	**c.** You have to believe in yourself.
4. I've tried to quit so many times.	**d.** All it takes is will power, and you have it.
5. Nothing seems to work.	**e.** So has everyone else.
6. Then why can't I quit?	**f.** Of course you can

Writing

a **List at least three good healthy habits you follow in your daily life.**

b **Write a healthy diary telling your partner about your own routine to stay healthy.**

c **Check your topic for spelling and grammatical mistakes. Pay a special attention to punctuation.**

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Unit 6

Physical Education

Reading

a **As you read the text, answer the questions below.**

1. How can mindfulness help people?

....

2. What are the effects of mental activities?

....

3. Where can people enjoy relaxation?

....

Relaxation

Relaxation strategies can be useful in reducing general levels of *anxiety* and fear over time. For each person there is a different set of activities and skills that help them relax. Our best strategies are to find the ones that work for us and practice them. The techniques are called mindfulness skills and are connected to *meditation* practices. They have been used by more and more people to regulate their emotions and calm their minds. One way to think about relaxation is that it is the *absence* of tension in the body's muscles. We can actually influence how anxious we feel gradually by learning to release tension in the muscles through daily exercises. This communicates calmness and safety to our

body, reducing the body's need to activate the "fight or flight" response. Yoga, as a clear evidence of mindfulness, *incorporates* a powerful combination of mental and physical elements: breathing, stretching, meditation, and strengthening exercises. All these activities aim at improving physical and mental well-being. Many of us enjoy a change between now and then, watching candles, beaches, falling leaves, etc. Such views can drag minds into deep thinking, fleeing away from the hasty stressed world waiting behind. Sounds can also have a soothing effect on our minds. The nature can bring in us a lot of relief, while listening to its songs performed by ocean waves for instance. The most important thing is to set realistic goals in line with life aims. Remember to take one small step at a time to reach larger goals.

b **Read the text and guess the meaning of the underlined words, then match them with the definitions below.**

1. to include something ....
2. the practice of thinking deeply in silence ....
3. the state of feeling nervous that something bad is going to happen ....
4. the fact of somebody being away from the place ....

c **Choose a, b, or c to complete the following statements about the text.**

1. Mindfulness skills are connected to .... practices.
   a. walking **b.** thinking **c.** jogging
2. The best watching that can sooth our minds happens ....
   a. in nature **b.** indoors **c.** among crowds
3. The most important of all is to set .... goals in line with life aims.
   a. imaginary **b.** fancy **c.** actual
4. According to the text, a step back means ....
   a. readiness for loss **b.** readiness for a great try **c.** giving up
5. Relaxation strategies can be useful in .... general levels of anxiety.
   a. enlarging **b.** increasing **c.** decreasing

Vocabulary

Make other parts of speech from the words in brackets to complete the sentences.

1. The amount of stress people suffer can .... their life. *(effect)*
2. He felt too .... when he heard that his father had been involved in a car accident. *(anxiety)*
3. Tom was nearly out of .... when reached that high point. *(breathe)*
4. Hama, being an ancient city, ... between the past and the present everywhere you walk there. *(combination)*
5. I was .... for school last month due to the fact that I had a broken leg. *(absence)*

Pronunciation

Diphthongs /ɑɪ/, /eɪ/ and /ɔɪ/

a **Read the following extract; classify the words in bold in the correct column.**

Aidan was a member of the ***royal*** family, but he was not ***spoiled***. He had the ***latest*** iPhone but never showed off. Aidan was ***annoyed by*** the city ***noise*** so he ***decided*** to ***escape*** to his house on the ***lake*** for a short ***vacation***. His ***childhood*** friend, ***Michael***, ***came*** along because he also ***enjoyed*** the great outdoors. They ***baked*** a ***potato*** and drank sparkling water. Michael had a wonderful ***voice*** and Aidan played the guitar, so they ***played*** and sang all ***day*** long. Once it was ***time*** for them to go back home, ***they*** felt sad but promised to come back soon.

/ɑɪ/	/eɪ/	/ɔɪ/
by	Aidan	royal

b R6.1 **Listen and circle the sound contained in each word on the left.**

1. soil	/ eɪ /	/ ɑɪ /	/ ɔɪ /
2. clay	/ eɪ /	/ ɑɪ /	/ ɔɪ /
3. mile	/ eɪ /	/ ɑɪ /	/ ɔɪ /

Grammar — Future Forms

1. To express a prediction: use either will or be going to. **(a)** According to the weather report, it **will be** cloudy tomorrow. **(b)** According to the weather report, it is **going to be** cloudy tomorrow. **(c)** Be careful! you'**ll hurt** yourself. **(d)** Watch out! You'**re going to hurt** yourself!	When the speaker is making a prediction (a statement about something s/he thinks will be true or will occur in the future), either **will** or **be going to** is possible. There is no difference in meaning between **(a)** and **(b)**. There is no difference in meaning between **(c)** and **(d)**.
2. To express a prior plan: use only BE GOING TO. **(e) A:** Why did you buy this paint? **B:** I'**m going to paint** my bedroom tomorrow. **(f)** I talked to Bob yesterday. He is tired of talking the bus to work. **He's going to buy** a car. That's what he told me.	When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past s/he has made a plan or decision to do it), only **be going to** is used. In **(e)**: **Speaker B** has made a prior plan. Last week she decided to paint her bedroom. She intends to paint it tomorrow. In **(f)**: The speaker knows Bob intends to buy a car. Bob made the decision in the past, and he plans to act on this decision in the future. **Will** is not appropriate in **(e)** and **(f)**.
3. To express willing: use only WILL. **(g) A:** The phone's ringing. **B:** I'll get it. **(h) A:** I don't understand this problem. **B:** Ask your teacher about it. She'll help you.	In **(g)**: **Speaker B** is saying "I am willing; I am happy to get the phone." He is not making a prediction. He has made no prior plan to answer the phone. He is, instead, volunteering to answer the phone and uses will to show his willingness. In **(h)**: **Speakers B** feels sure about the teacher's willingness to help. **Be going to** is not appropriate in **(g)** and **(b)**.

Make other parts of speech from the words in brackets to complete the sentences.

1. Suzan *(graduate)* .... in June. After that, she *(begin)* .... work at an engineering firm.
2. George *(be)* .... at the meeting tomorrow. I think Jane *(come)* too.
3. **Lily:** Can you give Mona a message for me?
   Juliana: Sure. I *(see, probably)* .... her at the party tonight.
4. The damage we do to our global environment *(affect)* .... the life of the coming generations.
5. Ali *(be, not)* here next semester. He has resigned. Who *(be)* the new headmaster?
6. I have just got a letter. It is written in French.
   Don't worry. I can read French. I *(read)* .... it for you at once.
7. I have just heard that Alberto is in hospital. I *(go)* .... there.
8. I *(revise)* for exam tomorrow. I want to get full marks.

Everyday English

Giving Warnings

Circle the correct option to complete the warnings.

1. Watch .... for crocodiles. The river is full of them
   a. up **b.** out **c.** at
2. Make .... plenty of water with you. You'll be thirsty by the time you get to the top.
   a. sure you take **b.** sure of taking **c.** be sure to
3. Don't walk around outside without a sunhat .... sunstroke.
   a. or to get **b.** or you will getting **c.** or else you'll get
4. .... leave your bag here and we'll bring them up for you.
   a. You will better **b.** You'd better **c.** You're better
5. ...., don't forget your phrasebook. You'll need it if you can't speak the language.
   a. Whatever you do **b.** What you do **c.** Ever what you do
6. .... book a taxi to pick you up from the station.
   a. Don't forget **b.** Don't forget to **c.** Do you forget

Listening & Speaking

a **Do you think that the brain is the most important organ in the body? Why? Tell the class.**

b **R6.2** **Listen to the following extract, then decide whether the following statements are *True* or *False*.**

1. The human brain is divided into four sections called hemispheres. ....
2. The outer layer of the hemispheres is the white matter. ....
3. The brain is responsible for all intended actions. ....
4. The right hemisphere controls and responds to signals from the right side of the body. ......
5. Keeping your brain active is a positive side of a healthy lifestyle. ....

c **Do you have an active brain? Mention some activities that keep the brain active.**

Writing

"It is said that sport can change everything. It can alert the mood, increase energetic aspects on life, and sometimes change poor people into wealthy ones."

a **Do you know anyone who became rich because of a sport career. Tell the class about his/her achievements.**

b **Write a composition to describe the life of a poor one who became rich making use of doing a type of sport.**

c **Check your composition for spelling, punctuation and grammar mistakes.**

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Unit 7

Space

Reading

a **Match the following words with their definitions.**

1. alien	**a.** appearing as a large nuclear shape, especially in a threatening way
2. looming	**b.** things that can be dangerous or cause damage
3. hazards	**c.** to choose or do one thing instead of another
4. fleck	**d.** a creature from another world
5. opt	**e.** a very small piece of something

b **Read the following text, then answer the questions below.**

1. Why is our planet in danger in the vast universe?

....

2. When will life on Earth be vanished according to the speculations?

....

3. What are the hazards of space exploration?

....

4. Why did NASA launch its new programme regarding trash?

....

The fictional alien attack is frightening in the movies but a more terrifying reality is looming the threat of space debris. The universe is a vast place where hidden dangers are almost everywhere. Even if you consider only our solar system, there are debris, asteroid and comet threats which could devastate our planet if an impact were to occur.

Exploring space gives us an opportunity to locate these hazards in advance so that we could help to preserve our race. With some experts believing that human civilisation may not survive to the end of the century, the main goals for space exploration should first be the preservation of planet Earth as a human habitat. Space exploration helps us all to find the changes that are necessary to keep our planet healthy for our children, grandchildren, and beyond. Million pieces of debris of different sizes are estimated to be in orbit around the Earth. Although we don't see space junk in the sky, beyond the clouds and further than the eye can see, it enters low Earth orbit (LEO). Most orbital debris comprises human-generated objects, such as pieces of space craft, tiny flecks of paint from a spacecraft, parts of rockets, satellites that are no longer working, or explosions of objects in orbit flying around in space at high speeds. Most "space junk" is moving very fast and can reach speeds of 18,000 miles per hour, almost seven times faster than a bullet, and this poses a safety risk to people and property in space and on Earth.

There are no international space laws to clean up debris in our LEO. LEO is now viewed as the world's largest garbage dump, and it's expensive to remove space debris from it because it is huge: there are close to 6,000 tons of materials.

The NASA Orbital Debris Program officially began in 1979. The program looks for ways to create less orbital debris, and designs equipment to track and remove the debris already in space.

One of the ways the space industry aims to solve the debris problem is through de-orbiting – pushing this junk out of orbit and into the Earth's atmosphere where it can burn up. The most common approach, is to opt for a controlled re-entry. This solution is quite heavy and expensive, as it requires additional fuel. Space junk is no one countries' responsibility, but the responsibility of every spacefaring country. The problem of managing space debris is both an international challenge and an opportunity to preserve the space environment for future space exploration missions. We have generated a global problem that can only be solved with the help and the cooperation of all countries. The space around our planet is filled with rubbish. It's time to take out the trash!

c **Read the text again and complete the following statements with information from the text.**

1. The thing which is more terrifying in reality than fiction is …………………… .
2. 1979 is the year when……………………………………………………….. .
3. 18,000 miles per hour is the speed of ……………………………………….. .
4. To solve the debris problem, we should ……………………………………… .
5. Managing space debris can be solved with the ………………….…………... .

Vocabulary

Space Words

Fill in the spaces with one of the following words in the box.

black holes	eclipse	Comets	orbit	Galaxy

1. Satellites in the ……………… round the Earth, including the moon, do not always stay the same distance from Earth.
2. Since looking at the sun can cause blindness, it is safest to view any solar ……………… indirectly.
3. Astronomers believe that super massive ……………… lie at the centre of all large galaxies.
4. The Sun and all the planets around it are part of the Milky Way ……………… ……………… are among the most-spectacular objects in the sky.

Pronunciation

Diphthongs / eə /, / ɪə / and / ʊə /

a **Classify the words according to the correct diphthongs.**

near	lair	usual	care	bear	mature	fear	during	career	pure

/ eə /	/ ɪə /	/ ʊə /

b R7.1 **Listen and circle the correct transcription of each word.**

1.	career	/kəˈr eə (r)/	/kəˈrɪə(r)/	/kəˈr ʊə (r)/
2.	pure	/pjʊə (r)/	/pj eə (r)/	/pjɪə (r)/
3.	rare	/rɪə (r)/	/rʊə (r)/	/reə(r)/

Grammar Deduction

a. Modal verbs– *must, may, might, can't* + infinitive

must

We use *must* when we feel sure that something is true.

He must be tired. He has been studying for five straight hours.

(The speaker is almost sure he is tired.)

might, may

We use *might* or *may* to say that we think something is possible but we're not sure.

Mary is absent today. She might be ill.

The passengers expect that the flight may be delayed due to the bad weather.

can't

We use *can't* when we feel sure that something is not possible.

She can't be hungry. She's just eaten a sandwich. (The speaker is almost sure she isn't hungry.)

b. Modal verbs– *must, may, might, can't* + have + past participle

must have

We use *must have* + past participle when we feel sure about what happened.

The burglar must have had a key. The door was locked and nothing was broken.

might have / may have

We can use *might have* or *may have* + past participle when we think it is possible that something happened.

I think I might have left the air conditioning on. Please can you check?

can't have

We use *can't have* + past participle when we think it is not possible that something happened.

She can't have driven there. Her car keys are still here.

a **Choose the correct modal verbs of deduction to complete the sentences below.**

1. The phone is ringing. It ………….. be Charlotte; she said she would call this morning.
2. She ………….. can't be tired. She has been sleeping all day.
3. He ………….. be at the gym right now. Sometimes he goes there at this time.
4. This is not possible. You ………….. be serious!
5. If he drives a jaguar, he ………….. be quite rich.
6. You should pick up the phone. It ………….. be an important call.
7. He ………….. know the answer, he's the best in the class.
8. You ………….. be right, but it's better if we check.
9. He ………….. be in class. I saw him at the library a minute ago.

b **Tick the correct answer.**

1. **A:** Look at her diamond ring.
   B: Yes, it ……….. cost a fortune.
   must have ☐ couldn't have ☐
2. **A:** Patrick isn't answering his phone.
   B: He ……… switched it off or left it at home.
   might have ☐ must have ☐
3. **A:** Where's Sarah?
   B: She said she had an important meeting tomorrow. She ……… working late.
   couldn't be ☐ must be ☐
4. **A:** Peter said you were an architect.
   B: He ……… confused me with someone else or maybe he misunderstood me. I'm a vet.
   may have ☐ must have ☐
5. **A:** I can't find my wallet.
   B: You …….. looked properly. I put it on the table myself.
   couldn't have ☐ could have ☐
6. **A:** Does John know about the party?
   B: I suppose so. He ……… been told by Sarah but then again maybe not.
   can't have ☐ might have ☐

Everyday English

Clarifying Opinions

Complete the sentences with the words or phrases in the box. Do you agree with the statements? Offer your opinion and give examples.

~~must~~	In my	Let me give	The reason I	For one	For example	I do	For

1. I *must* say many creative people are bad students. …………………….., most artists and musicians don't have many academic qualifications.
2. …………………… me, qualifications aren't that important. …………………… thing, they don't show a person's character.
3. …………………….. view, face-t-face learning will disappear. …………………….. say that is because people want to study from home, so they prefer distance learning.
4. …………………….. think geniuses often have personal problems. ……………….. you an example: Van Gogh.

Listening

R7.2 **Listen to the following extract, then fill in the gaps to complete the text.**

To live outside this [1]……………….. is a dream that many people have always thought about. With the [2]………………… needs to save our planet, the dream has changed to be a strict [3]………………… that we as humans beings should accept. The activities of human beings, especially in the field of [4]………………… and producing huge amounts of pollutants changed the green land into a [5]……………….. place for human living. Now the thought of invading the space and [6]…………………… human colonies outer space is the field of research that many space agencies are working on. Humans want an [7]……………………….. home where they can live peacefully, so they started sending crews of scientists to experiment the possibility of living on [8]……………… . Scientists want to find the suitable terms for human living there. The problem is how to create an [9]…………………… similar to that surrounding the Earth. Without an atmosphere, there is no living place since it protects the planet from all [10]…………………… come from the outer space.

Speaking

a **In pairs, discuss the following questions.**

1. Can space be an alternative home for the human beings? How?
2. How can people invade space in the future?
3. Do you think that life in space would be similar to that on Earth?

b **Think of some of the procedures that human beings should do to live peacefully in space. Tell the class.**

Writing

a **In pairs, discuss the following statement.**

" Since people are destroying the Earth day by day, a new dream of inhabiting another world appear"

b **Write a composition about the new imagined world that is assumed to be an alternative for our planet Earth.**

Use the following expressions in your composition *(first of all, by no means, to some extent, in particular, to come to an end, to conclude)*

c **Check your answers for spelling, grammar and punctuation.**

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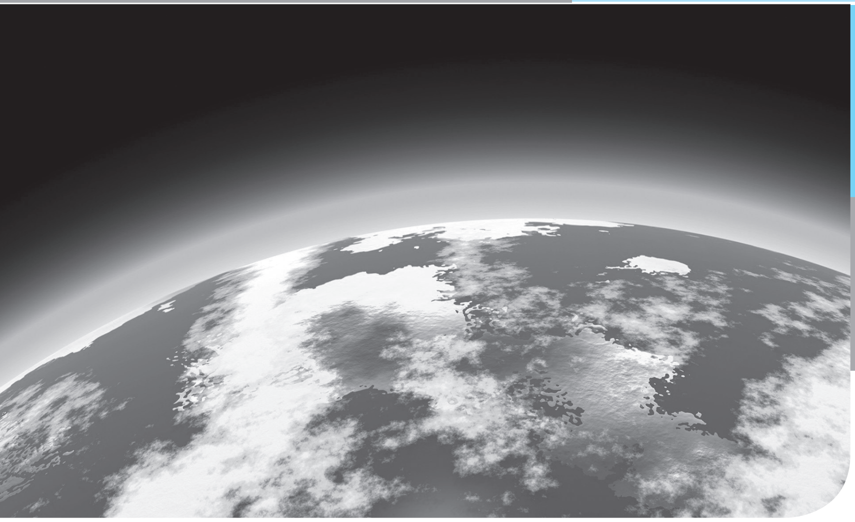
Unit 8



The Atmosphere

Reading

The Depletion of the Ozone Layer

It has been observed for decades that there is an imbalance in the functioning of the ozone layer, resulting from the increase of the amount of harmful radiation that reaches the Earth.

The activities of the human beings are the main reason for what is happening. Their crimes in this field are numerous, as they synthesise substances derived from methane and other gases called chlorofluoro carbons (CFCs).

In the middle of the last century, people thought about creating a new gas for use in refrigerators, air conditioners and spray cans. This gas was supposed to be of little activity and to be non-toxic.

All these goals were achieved by synthesising methane halogen compounds, known as chlorofluoro carbons. This gas was released into the atmosphere and its percentage in the ozone layer increased. With the influence of the ultraviolet rays, the chlorofluoro carbon gases decomposed into chlorine gas, which contributes effectively to the destruction of the ozone gas, and thus the release of more ultraviolet rays towards the Earth, which led to emergence of many diseases, especially cancer.

In addition, there are many objects that destroy the ozone layer, including jet planes that fly in the stratosphere and emit large quantities of harmful gases to the ozone, such as nitrogen oxides. These planes create an imbalance of air masses, which leads to the destruction of the stratosphere, the ozone layer.

The huge amount of chlorine and fluorine gases released by rockets and spacecrafts destroy the ozone by large extent, while volcanic explosions play an essential role in the erosion of the ozone layer, as they release hydrogen chloride and hydrogen sulfide to the atmosphere. Thus, chlorine and sulfuric acid interacts with ozone in the stratosphere.

Finally, scientists suggest that the cause of the depletion of the ozone layer in the northern part of the globe is geophysical factors related to hurricanes and the solar activity.

a **Find the words from the article which have the following meanings.**

1. not poisonous or harmful to your health
2. to make something by combining different things or substances
3. broken down or caused to break down into simpler chemical compounds
4. the process by which something is gradually reduced or destroyed

b **Answer the following questions about the article.**

1. What indicates to the imbalance in the function of the ozone layer?
2. What are (CFCs), and why were they synthesised?
3. Which gas is the most destructive to the ozone layer?
4. What effects does the increase of the ultraviolet rays have?

Vocabulary — The Ending -Ever

a **Fill in the gaps with the correct answer. Use each word once only.**

whoever   wherever   whichever   whenever   whatever

1. There are two books on the table. Take …………… one you want.
2. ………………. you go, you'll find people speak English.
3. I don't want to talk to him ………….. he is.
4. I'll cook …………….. you want .
5. You can borrow my car …………….. you like.

Pronunciation — Diphthongs / aʊ / and / əʊ /

a **Classify the words in the column below.**

loud   know   doubt   phone   load   found   tow   tone   town   boat

/ aʊ /	/ əʊ /

b **R8.1** **Listen and check.**

Grammar   Reflexive Pronouns

Reflexive Pronouns usually follow the verb and indicate that the subject is both *giving and receiving the action.*

Reflexive pronouns are words that end in the suffix *-self* (in singular) and -selves (in plural).

Singular	Plural
myself yourself itself/ herself/ himself	ourselves yourselves themselves

They are applied whenever the subject and the object of the sentence are similar.

Examples of reflexive pronouns:

I washed myself.

He sent the letter himself.

She served herself in the cafeteria.

Note: John bought *him* a new car. (him = another person)

John bought *himself* a new car. (himself = John)

The most common ways in which reflexive pronouns are used:

a. as the direct object of the verb:

e.g. *He hurt himself at the race.*

b. as the indirect object of the verb:

e.g. *She made herself a dress. (made it for herself)*

c. after a preposition:

e.g. *The old man was talking to himself.*

d. for emphasis:

This means that the subject did the action alone. In this case , it normally follows the subject.

e.g. *I myself believe that the proposal is good.*

He himself set out to break the long distance flying record.

She herself prepared the nine-course meal.

Note: by + reflexive pronoun can also mean alone.

e.g. *John washed the dishes by himself* = (John washed the dishes alone).

a **Choose the correct answer.**

1. Ahmad's father bought *(himself, him)* a new car.
2. They managed *(them, themselves)* very well at the interview.
3. The building wouldn't withstand the storm *(it, itself)*.
4. Reem made *(her, herself)* a promise not to eat fast food.
5. The Jones are decorating the house *(himself, themselves)*.
6. Boys, can you make the beds *(yourself, yourselves)*?

b **Fill in the gaps with the suitable reflexive pronoun.**

1. Save your environment by planting trees ....
2. Students should depend on .... while doing the exercise.
3. The boy hurt .... by using that knife.
4. Faten looked at .... in the mirror before she left.
5. A dog sheltered .... in the rainy weather.

Everyday English *Awkward Social Situations*

a **Some people find themselves in some difficult social situations. What would be the most suitable responses to each situation?**

1. **A:** You must try this spinach salad. It's very delicious.
   B: ....
2. **A:** You know Lucy, don't you?
   B: Lucy? ....
3. **A:** It's been lovely to see you again, Jack. You must come and spend a day with us some time. How about next weekend, for Sunday lunch?
   B: ....
4. **A:** Oh dear, I'm terribly sorry! Let me help you with the books.
   B: ....

Listening

a R8.2 **Listen to a part of an extract about global warming. Tick the correct statements and cross the false ones.**

1. Global warming is the sudden increase in temperature near the Earth's surface.
2. The industrial human activities are the main cause of global worming.
3. The plastic of the greenhouse helps temperature to return to the outside environment.
4. Before the 15th century, there was not much change in the Earth's climate.

b R8.2 **Listen again and check your answers.**

c R8.3 **Listen to the second part of the extract. Fill in the gaps with the missing words.**

With the development of the human [1] ……….…… and the beginning of the era of invention, since the 15th [2]…………..…….., and the emergence of the Industrial Revolution in Europe, the world's climate began to change gradually to [3]………….. what is known as global warming.
The problems of this [4] …………… are mainly related to technological, industrial, political and other developments. The [5] …………….. can no longer tolerate more pollution or [5] …………... . It has become very polluted, and the time may come when the Earth is no longer a suitable [6] ……………. to live.

Speaking

In groups, discuss the following questions.

What would your reaction be if you saw someone...

- throwing rubbish in public places?
- cutting trees?
- lighting a fire in the forest?

Writing

a **Choose the correct connecting word.**

1. This house is old, *but / despite* it's still my favourite.
2. *Although / in spite of* the rain, the children played outside.
3. *Finally/ Lately*, we have started to meet regularly.
4. We are going to Egypt *so that/ in order to* see the pyramids.

b **In no more than 100 words, write a letter to the local council, in which you suggest some social activities and plans to keep your town or city clean.**

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Progress Test 2

Reading

Everyone has moments of forgetfulness from time to time, especially when life gets busy. While this can be a completely normal occurrence, having a poor memory can be frustrating. Genetics plays a role in memory loss, especially in serious neurological conditions like Alzheimer's disease. However, research has shown that lifestyle has a major impact on memory too. Here are some ways to improve your memory naturally.

Eat the right things: People who regularly consume lots of added sugar may have poorer memories and lower brain volumes than those who consume less sugar. Like added sugar, refined carbohydrates lead to a spike in blood sugar levels, which can damage your brain over time and be associated with dementia, cognitive decline and reduced brain function. Fish and fish oil supplements are rich in the omega-3 fatty acids EPA and DHA. Consuming them may help improve short-term, working and episodic memory, especially in older people. Anti-inflammatory foods are great for your brain, especially berries and vegetables that are high in antioxidants. Add Some Cocoa to Your Diet, it is high in antioxidants that may help improve memory performance. Make sure to choose dark chocolate with 70% cacao or higher so you get a concentrated dose of antioxidants.

Take mental exercise: First, make Time for Meditation! It is relaxing and soothing, and has been found to reduce stress and pain, lower blood pressure and even improve memory. It is not just good for your body — it is also good for your brain. Second, get enough sleep! It is associated with better memory performance. Sleep helps consolidate memories. You are also likely to perform better on memory tests if you are well rested than if you're sleep deprived. Practice mindfulness! It is a mental state in which you focus on your present situation, maintaining awareness of your surroundings and feelings. It is also linked to reduced age-related cognitive decline. Train your brain! Exercising your cognitive skills by playing brain games, such as crosswords or word-recall games, is a fun and effective way to boost your memory.

Exercising your mind and body, enjoying a quality piece of chocolate and reducing the amount of added sugar in your diet are all excellent techniques. Try adding a few of these tips to your daily routine to boost your brain health and keep your memory in top condition.

Adapted from: https://www.healthline.com/nutrition/ways-to-improve-memory

a **Answer the following questions.** **(8 marks)**

1. What are some of the factors that cause memory loss?
2. Why are fish and fish oil supplements good for your memory?
3. How can you get a high dose of cocoa?
4. What is the effect of meditation on your mental health?

b **Find words in the text which mean the following.** **(6 marks)**

1. about the nervous system and its diseases
2. an illness that affects the brain and memory
3. to strengthen the position of power that you have, so that it becomes more effective

c **Rewrite these sentences about the text to correct the information.** **(8 marks)**

1. People who regularly consume lots of added sugar may have stronger memories and higher brain volumes.
2. Crosswords and word-recall games are physical exercises that damage your brain and memory.

Grammar

a **Complete each sentence with a verb from the box. Use the *Present Perfect* or *Past Simple*, with a negative form where necessary.** **(12**

have	**go**	**oversleep**	**read**	**spend**	**wear**

1. **A:** Shall I make us some dinner? It's already eight o'clock.

   B: No, thanks, I .... to the dentist this afternoon and my mouth hurts too much to eat anything.
2. I .... three lectures today and I still have two more later this afternoon.
3. It was so hot today that I .... shorts and a T-shirt at work.
4. We .... 200 pounds on food this month and there's another week to go before I get paid.
5. **A:** Do you want a lift home?

   B: No, I .... this morning because my alarm clock didn't go off, so I need to work late.
6. I .... much of the report yet, but I have to finish it by the weekend.

b **If necessary, correct or improve the italicised verbs in these dialogues, *using (will, shall, going to)*, *Present Continuous* for the future, or *Present Simple* for the future.** **(18 marks)**

A. A: Careful, (1) you'*re going to* spill your coffee.

B: Oh, no! Too late. Now (2) I'*m going to* have to change my trousers.

B. A: What have you got all that wood for?

B: (1) I'*ll* build a bird table in the garden.

A: If you need any help, let me know and (2) I'*m going to* give you a hand.

C. A: (1) *Shall* you be able to come over on the 3rd of this month? We (2) *have* a barbecue.

B: Just a minute, (3) I'*m going to* have a look in my diary. No, I'm sorry. (4) I'*m meeting* some friends in town that day.

D. A: Did you know that David (1) *is going to* go to New Zealand this summer?

B: Yes, I heard. I'm really sorry he (2) *doesn't come* to see us.

A: I wonder when we (3) see him again?

B: Well, he certainly (4) *won't* be back before Christmas.

E. A: I (1) *take* Aunt Lucy to the station later. Do you want a lift into town, too?

B: What time (2) *does* her train go?

A: It (3) *will be* at 4:15. It (4) *takes* us about half an hour to get there if there isn't too much traffic.

B: Well you should start out early. Apparently, (5) *we'll have* heavy snow this afternoon. In fact, thanks for your offer, but I think (6) I'*m going to* stay at home in the warm.

c **Choose the correct answer. Sometimes only one alternative is correct, and sometimes two of the alternatives are possible.** **(8 marks)**

1. 'What time will you be home tonight?' 'I'm not sure. I A or B late.'
   a. may be **b.** might be **c.** can be
2. 'What do you think of my theory?' 'You .... right, but I'm not sure.'
   a. could be **b.** must be **c.** might be
3. Our flight was delayed. We .... for two hours.
   a. must wait **b.** must have waited **c.** had to wait
4. I'm not sure whether I'll be free on Saturday. I ....
   a. must have to work **b.** may have to work **c.** might have to work

d **Complete the sentences with the correct reflexive pronoun.** **(8 marks)**

e.g. She is a very successful singer. She writes all her songs herself.

1. **A:** Could you post this letter for me?
   B: No, I'm sorry. You have to post it ....
2. Nobody helped us, so we carried all our luggage ....
3. She was wearing a dress that she made ....
4. I hope you like the present. I choose it ....

Writing

(32 marks)

Many people look for medical advice on the internet before they visit their doctor. Imagine you want advice from the forum. Choose a medical problem. Then write a message to a doctor and ask for advice.

Unit 9

Challenges

Reading

a **Match the following definitions with the underlined words in the text.**

1. the act of redistributing something, especially money or land …………………
2. to strongly suggest that someone does something ……………………
3. when a situation is not certain because there is the possibility of sudden change………………
4. done in a hurry, especially with bad results …………….
5. something that you think is true although you have no definite proof……….
6. to make a great effort to achieve something …………………….
7. the full and effective use of something …………………….

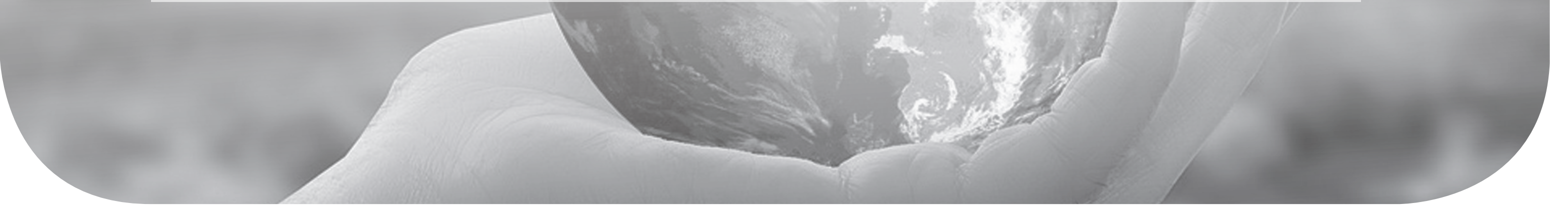
Sustainable Development

The **hasty** development of humanity over the last decades has led to many undesired issues such as climate changes, natural disasters, wars and even socio-economic **instability**. Humans have negatively affected the environment, endangering the survival of our planet and the future of the coming generations. These urgent conditions have **urged** peoples to seek changes in their careless behaviour aiming towards more rational and efficient management of all resources. Such responsible behaviour that will ensure the long-term **exploitation** of resources is considered within the concept

of sustainable development which emerged in the 70s and especially in the 80s of the 20th century. The concept of sustainable development has three pillars in common. The concept of socio-economic development deals with ecological hurdles. The concept of needs shows the demand for **redistribution** of resources to ensure the quality of life for all. The concept of future generations suggests a long-term plan to improve the quality of life for future generations. The essence of the concept of sustainable development calls upon a balance between three pillars of *sustainability – environmental sustainability* which focuses on preserving the quality of the environment as a necessity, *social sustainability* which **strives** to ensure human rights and equality, and *economic sustainability* which in turn aims to improve living standards.

Although the concept of sustainable development has undergone certain changes during the past, its essential goals have contributed to a more conscious behaviour adapted. Numerous international organisations have been involved in implementation of the concept, while it has found positive implementation locally, it has not produced significant results on a global scale. This fact proves environmental problems which, many years after the introduction of the concept, are still ongoing. Contemporary understanding of the concept of sustainable development is considered through the United Nations Millennium Development Goals focused on a complex global situation.

Meanwhile, many countries are not even close to sustainable development and the gap between peoples about it has deepened, the concept needs more than just **assumptions** and theories as it is a risky challenge in nature.



b **Read the following statements, then decide whether they are *TRUE* or *FALSE*. Correct the false ones.**

1. Socio-economic instability is one of the benefits of humanity progress.
2. The clear understanding of the concept of sustainable development emerged in the early 21th century.
3. The concept of needs calls upon the equal life opportunities for all peoples.
4. Due to the fact that sustainable development has great appeal, many successes occurred internationally.
5. The gap between peoples has been bridged because of the rational behaviour.

Vocabulary **Phrasal Verbs**

a **Choose the correct answer between brackets.**

1. That boy is always in trouble- the police are *(away/ after)* him again.
2. I thought the bus would be *(along/ down with)* soon.
3. I will be *(in on/ away)* from the office on vacation for a week.
4. It's not fair of the boss to be so *(down on/ down with)* a new employee.
5. I'm just not *(along/ down with)* Jack- I think he's a kind of annoying person.
6. I'm *(fed up/ away)* with cleaning up after you all the time.
7. I don't know what they agreed to because I wasn't *(in/ in on)* the deal.

b **Make other parts of speech from the words in brackets:**

1. Humans should ………….…… the efforts to preserve the Earth. *(sustainability)*
2. Children …………….. is a dangerous phenomenon that must be fought. *(exploit)*
3. It is ……………….. for all to work as a whole to put an end to the climate change problem. *(necessity)*
4. Scientists have assigned many mythologies to …………………… their new theories. *(implementation)*
5. Good people always ………………….. politely with others. *(behaviour)*

Pronunciation

Intonation

a **Decide whether the following statements have a rising or a falling intonation. Draw an arrow.**

1. Are you ready?
2. Where is your book?
3. My dad works as an architect.
4. We ate butter, olives, and cheese for breakfast.
5. I'd like to be a civil engineer.
6. What does your sister study?

b R9.1 **Listen and check.**

Grammar

Conditionals II and III

	Second Conditional	Third Conditional
Form	**If clause , Main clause** *If+ Past Simple* , *Would/ could+ infinitive*	**If clause , Main clause** *If+ had+ Past Participle* , *Would/ could+ have+ Past Participle*
Use	We use the ***Second Conditional:*** • to talk about an unreal or imaginary situation and its consequences in the present or the future. The past tense is used to indicate that something is hypothetical or imaginary. **e.g.** If people drove more carefully, there'd be fewer accidents. • to make very polite requests. **e.g.** Would you mind if I used your computer?	We use the ***Third Conditional:*** • to talk about Imaginary situations in the past. It describes an unreal or impossible situation. **e.g.** If you had been a bit more careful, you wouldn't have cut yourself.

a **Ali is a music student. He rents a room from Mr. Mike. Put in the correct forms.**

Mr Mike: Can't you stop playing that guitar? You're making an awful noise.
Ali: Well, if I don't practise *(not practise)*, I won't pass my exam.
Mr Mike: But why at night? It's half past twelve. If you [1]........................ (play) it in the daytime, I [2]............................. *(not hear)* you because I'd be at work. If you [3]............................. *(tell)* me about this guitar when you first came here I [4] .... *(not let)* you have the room. I'm afraid it's becoming a nuisance. If you [5]............................. *(not play)* so loud, it [6]............................. *(be)* so bad.
Ai: I'm sorry, but you can't play a guitar quietly.
Mr Mike: If I [7]............................. *(realise)* a year ago what you were going to do, then I [8]............................. *(throw)* you out long ago. If you [9]............................. *(go)* on making this noise at night, I [10] .... *(have)* to coplain to your college.

b **Complete the following sentences using clauses.**

1. If Jack had played, ...
2. You should stay in bed if ....
3. If I didn't like this pudding ....
4. If the video recorder was working, ...
5. We could have given you a lift if ....

Everyday English

Talking about Weather

Complete the following dialogue with the expressions below.

supposed to	**wind chill**	**yeah**	**that's what I heard on the radio**
cold front	**driving down**		**there is no easy way to tell**

Andree: The weather 's really stormy. We can't go out. We should wait for this to be over.

Antony: I've just heard that this .... is .... pass within hours.

Andree: .... a few minutes ago. Let's wait indoors then.

Antony: I think the effects of .... will continue .... the temperature.

Andree: ...., I am sure.

Antony: .... but we are to cancel all our meetings by now.

Andree: Really! I think so.

Listening & Speaking

a **In pairs, discuss the following questions.**

1. What should humanity do to conserve the nonrenewable resources?
2. How can we limit the problem of the climate change?
3. Which role can the UN do to spread the concept of sustainable development?

b **R9.2** **Listen to the following extract, then choose the correct answer a, b, or c.**

1. The United Nations (UN) was founded in .... with headquarters in New York.
   a. 1945 **b.** 1946 **c.** 1944
2. The main goal of the UN is spreading the peace and security in ....
   a. local areas **b.** developed countries **c.** all over the world
3. To increase sustainable development, the UN established ....
   a. the Security Council **b.** a new division **c.** the Headquarters
4. Global Network of Sustainable Development (GNSD) assigned to achieve the .... Development Goals.
   a. Millennium **b.** 20th century **c.** International
5. Economic development cannot be achieved without the ....
   a. UN **b.** resources **c.** the new division.

c **Think of more procedures that should be taken by the UN to increase the sustainable development. Tell the class.**

Writing

a In pairs, discuss the following statement.

> *"Sustainable Development is not a matter of governments and organisations. It is the state of awareness by individuals towards the environment "*

b Write a composition about the role of individuals in protecting the resources of our planet.

c In pairs, check spelling, grammar and punctuation.

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Unit 10

Life Conservation

Reading

a **Guess the meaning of the highlighted words.**

1. preparing and using land for growing crops
2. the ability of the land or soil to produce good crops
3. a state of balance full of activity
4. soil made of decayed plants, leaves etc. that is good for growing plants
5. extremely important, because everything else depends on it

The Importance of Wildlife

Wildlife means animal and plant life forms that humans do not interfere with. This laissez-faire plays an essential role in maintaining the natural balance of life on our planet, whose environment has been destroyed in several regions.

Wildlife plays an important role in balancing the environment. It provides stability to different processes of the nature. Wildlife and nature have been largely associated with humans for emotional and social reasons. The importance of wildlife can be categorised as ecological, economic and investigatory importance as well as conservation of biological diversities. Animals have also been highly useful to us in providing food, clothing and source of income. Our life is almost impossible without the support of wildlife. We are also a part of wildlife to make ecological balance on Earth. It plays a very crucial role in our life.

Wildlife helps in maintaining the ecological balance of nature. Killing of carnivores leads to an increase in the number of herbivores which in turn affects the forest vegetation, thus due to lack of food in the forest they come out from the forest to agriculture land and destroy our crops. This makes us know that wildlife helps in maintaining ecological balance even by being predators of each other. Animals are great predators which is the major reason for ecological development. Therefore, once the equilibrium and stability is disturbed, it leads to many problems.

By conserving wildlife, diversity in the environment can be conserved. According to some scientists, an ecosystem with more diversity is more stable.

Wildlife plays a very important role in agricultural development because animals like cows, buffaloes, etc. help in ploughing or tilling of soil. Also many microorganisms and small animals like reptiles etc. also help in increasing the fertility of soil and providing a good base for agricultural activities.

Micro-organisms are said to be the friends of farmers. For example, earthworm helps in decomposition of dead remains and then add humus to the soil. This increases soil's fertility.

b **Answer the questions about the text.**

1. Define wildlife?
2. What can wildlife do to our life on earth?
3. How can human beings benefit from animals?
4. How is killing of the carnivores harmful to agriculture?
5. What is the positive effect of animals on agriculture?

Vocabulary

Word Families

a **Copy and complete these lists with the nouns and verbs forms.**

	Noun	Verb
1.	stability	stabilise
2.	conservation	....
3.	....	develop
4.	decomposition	....
5.	....	increase

b **Use the words in brackets.**

1. The city is going through commercial ....(develop) .
2. There are many simple ways to .... water and help the environment. (conservation)
3. It's easy to slip on ice because you don't have a lot of .... there.(stable)
4. There was a steady .... in population. (increase)
5. Many chemicals .... rapidly under high temperature. (decomposition)

Pronunciation Polite Stress

R10.1 **Listen to the following extract, then choose the correct answer a, b, or c.**

1. **Teacher:** Who helped you with your homework?
   Student: My friend.
   a. My friend. (You aren't very happy.)
   b. My friend. (You feel shy.)
   c. My friend. (You are careless.)

2. **Manager:** Who wrote this report?
   Employee: I did it.
   a. I did it. (You are proud of this.)
   b. I did it. (You aren't not sure the manager will like it.)
   c. I did it. (I wrote it, what's wrong with it?)

Grammar Verb Patterns

In English, when a verb is followed by another verb, the second verb may be an **infinitive** (to go), **bare infinitive** (go) or -**ing form** (going). It all depends on the first verb.

Verbs + gerunds	Verbs + infinitives
enjoy: I enjoyed **living** in Russia. *fancy:* I fancy **seeing** a film tonight. *discuss:* We discussed **going** on holiday together. *dislike:* I dislike **waiting** for buses. *finish:* We've finished **preparing** for the meeting.	*agree:* She agreed **to give** a presentation at the meeting. *ask**:* I asked **to leave** early / I asked him **to leave** early. *decide:* We decided **to go** out for dinner.

mind: I don't mind **coming** early. *suggest:* He suggested **staying** at the Grand Hotel. *recommend:* They recommended **meeting** earlier. *keep:* He kept **working**, although he felt ill. *avoid:* She avoided **talking** to her boss.	*help*:* He helped **to clean** the kitchen / he helped his flatmate **to clean** the kitchen. *plan:* She plans **to buy** a new flat next year. *hope:* I hope **to pass** the exam. *learn:* They are learning **to sing**. *want*:* I want **to come** to the party / I want him **to come** to the party. *would like*:* I would like **to see** her tonight / I would like you **to see** her tonight. *promise:* We promised not **to be** late *tell:* I told him to stop wasting money.

Note: Some verbs are followed by either the gerund or the infinitive (with 'to')

1 ⇨ **No change of meaning:** *begin, start, continue*

It began to rain = It began raining

2 ⇨ **Change of meaning:** *remember, forget, regret / stop / try / advise, allow, permit, remember, forget, regret forbid*

Look to the future: Remember to post this letter when you get there (=don't forget to do it in the future)

Look to the past: I remember buying my first bicycle when I was 8 (= it's a memory from the past)

Put the verb into either the *gerund* (-ing) or the *infinitive* (with 'to')

1. I don't fancy .... *(go out)* tonight.
2. She helped me .... *(carry)* my suitcases.
3. Do you mind .... *(give)* me a hand?
4. I promise .... *(help)* you tomorrow.
5. She kept .... *(talk)* during the film.
6. He decided .... *(study)* biology.
7. He enjoys .... *(read)* in the evening.
8. She avoided .... *(tell)* him about her plans.
9. I'd love .... *(come)* with you.

b **Some sentences have mistakes. Find and correct them.**

1. He avoided to go to the beach in summer.
2. She plans designing a new dress.
3. I told him to exercise every day.
4. I asked her getting up early.
5. Doctors recommended to eat healthy food.

Everyday English *Giving News*

a **Find and correct ten mistakes in the conversations.**

1. **A:** I'm sorry to have to telling you, but the train has been cancelled.
   B: That annoying

2. **A:** I've got a good news for you.
   B: What is it?
   A: I've finished my painting.
   B: Congratulation!

3. **A:** There's something I've got to tell to you.
   B: What?
   A: I'm leaving Homs.
   B: Oh. I'm sorry for hear that.

4. **A:** You'll never guess to what.
   B: What
   A: I got promotion!
   B: That's so fantastic news.

5. **A:** Unfortunate, I didn't get the job.
   B: That's real shame.

Listening

a **Before you listen, match the following words in 1-4 with their meaning in a-d.**

1. timber	**a.** the buying and selling of illegal goods
2. confront	**b.** if a problem, difficulty etc confronts you, it appears and needs to be dealt with
3. trafficking	**c.** to gradually make someone or something less strong or effective
4. undermine	**d.** wood used for building or making things

b R10.2 **listen to the following extract about wildlife crime. Decide whether the following statements are *True* or *False*.**

1. Selling and buying of animals is a wildlife crime.
2. Wildlife crime has nothing to do with political stability.
3. Preventing trafficking can improve people's economy.
4. Poverty helps us in fighting wildlife crime.

Speaking

In groups, discuss the following questions.

1. Illegal wildlife trade is a global issue and has a bad effect on people. How?
2. What other threats that might have a negative impact on wildlife?

Writing

a **One of the easiest and most effective ways to help wildlife is to preserve the environment in which the animals live.**

Write a letter to a newspaper suggesting ways to help save wildlife.

Unit 11

Maths

Reading

a **Read the following text, then answer the questions below.**

1. How long do students study math at high schools?

   ....

2. What content categories should be covered in high school math classes?

   ....

3. Why should we have a typical order of math classes in high school?

   ....

4. What do students learn in Algebra 1?

   ....

Most high schools require students to take three years of math in order to graduate. Choosing which math classes to study can be one of the most challenging parts of planning high school schedule. High schools offer numerous math classes, often at varying degrees of difficulty. To create a more standardised math curriculum, six content categories should be covered in high school math classes: Algebra, Functions, Modelling, Geometry, Statistics and Probability. Since we have to specify which math concepts should be taught at which grade, the typical order of math classes in high school is: Algebra 1, Geometry, Algebra 2, Trigonometry, and Calculus.

While curriculum can vary depending on your teacher, the textbook you use, and the

level of your math class, most math classes cover the same main topics. The topics listed below serve as a guideline for the key subjects taught in each math class.

Algebra 1: Real numbers; solving, writing, and graphing linear equations; quadratic equations and functions; polynomials.

Geometry: Plane and solid geometry including constructions, formulas for measurement, and formal proofs.

Algebra 2: Continuation of the concepts taught in algebra 1, including a more in-depth study of graphing and solving equations, inequalities, and functions.

Trigonometry: Applies algebra and geometry skills to circular and periodic functions.

NOTE: Trigonometry is usually not its own class, but is often taught during algebra 2, geometry, or pre-calculus.

Pre-Calculus: Series and sequences, probability, statistics, limits, and derivatives.

Calculus: Continuation of the concepts taught in pre-calculus, with an emphasis on integration and differentiation.

b **Match these words to their definitions.**

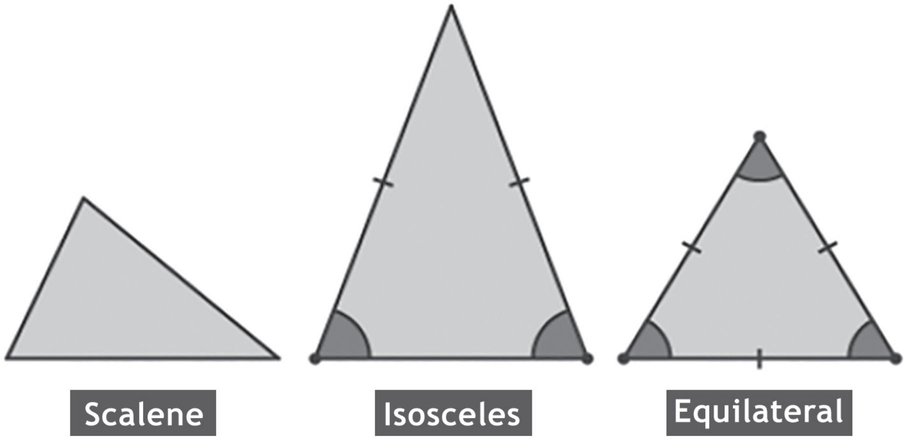
1. schedule	**a.** a quantity whose value depends on the varying values of others
2. equation	**b.** The type of mathematics that deals with the relationship between the sides and angles of triangles
3. trigonometry	**c.** a plan of what someone is going to do
4. function	**d.** a group of people or things with particular features in common
5. category	**e.** a statement in mathematics that shows two amounts or totals are equal

c **Read the text again and decide whether these statements are *True* or *False*.**

1. Choosing which math classes to study needs great efforts. ....
2. High schools offer only one math class. ....
3. The teacher, the textbook you use, and the level of math class make the curriculum various. ....
4. Graphing and solving equations are taught in Geometry. ....

Vocabulary Math Shapes

a **Look at these shapes.**

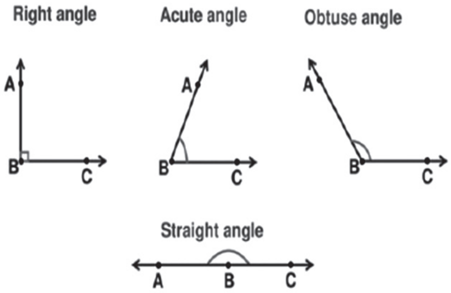


Types of triangle

- An ***equilateral triangle*** has three sides of the same length. An equilateral triangle is also a regular polygon with all angles measuring 60°.
- An ***isosceles triangle*** has two sides of equal length.
- A ***scalene triangle*** has all its sides of different lengths.

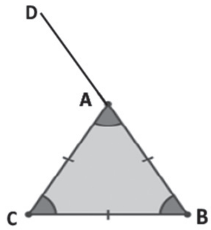
The different types of angles based on their measurements are:

- ***Acute Angle*** - An angle less than 90 degrees.
- ***Right Angle*** - An angle that is exactly 90 degrees.
- ***Obtuse Angle*** - An angle more than 90 degrees and less than 180 degrees.
- ***Straight Angle*** - An angle that is exactly 180 degrees.



b **Choose the correct alternatives for the blanks.**

1. Angles ABC and BCA are *(acute, obtuse)* angles.
2. Angle CAB is an *(acute, obtuse)* angle.
3. Angle CAD is an *(interior, exterior)* angle.
4. This is a globe. It is *(spherical, cubic)* in shape.
5. The base of the globe is *(conical, circular)* in shape



Pronunciation

Stress of Surprise and Disbelief

R11.1 **Listen and respond by using the words or expressions in the box to complete the conversation.**

Ways of showing surprise
No way!
Get out of here!
You're kidding!
Really?
Are you for real?
Oh yeah?
You're not serious!

1. **Sami:** Yesterday I bought a new Mercedes car!
   Omar: ....!
2. **Sami:** My friend sent an iPhone 11 plus for my birthday!
   Omar: ....!
3. **Sami:** Did you know I once ate 5 hamburgers for dinner?
   Omar: ....!
4. **Sami:** I am going to spend my holiday in Malaysia!
   Omar: ....!

Grammar

Modals

Possibility and Probability

We use modals of possibility and probability to talk about things that we think are possible (they may or may not happen) or probable (they are very likely to happen).

These modals show how certain we are that something is true.

Very probable	must
Probable	should / ought to
Possible	may / might / could

Possible (negative)	may not / might not
Very improbable (negative)	couldn't / can't / must not
Affirmative modals	
He must be tired after a long drive.	The speaker is almost certain that the driver is tired.
The patient ought to be fine in the morning.	The speaker expects the patient to be fine in the morning.
The patient may have a broken arm.	The speaker is guessing that the patient has a broken arm, but doesn't know for sure.
The patient might need to stay in hospital.	he speaker is guessing that the patient needs to stay in hospital, but doesn't know for sure.
The patient could be fine tomorrow	The speaker is guessing that the patient will be fine tomorrow, but doesn't know for sure.
Negative modals	
He may not have any broken bones.	The speaker is not sure if he has any broken bones.
He might not live near here.	The speaker is not sure if he lives near here.
He couldn't't be completely fine.	The speaker believes that he is probably not completely fine.
He can't be badly hurt.	The speaker believes that he is probably not badly hurt.

Modals of Possibility and Probability for Past Situations

MODAL+ HAVE + PAST PARTICIPLE

(to show how certain the speaker is about something happened in the past)

1. *The students did well in the test. They* ***must have studied*** *hard.*
2. *I've phoned the boss several times, but he didn't answer. He* ***must have gone out****.*
3. *Ruba looks tired today. She* ***can't have slept*** *well last night.*

a **Choose the correct modal to complete these sentences.**

1. The children have guilty expressions on their faces.
   They ……………… something naughty.
   a. must do
   b. must have done
   c. can't have done
2. Mona said she was hungry, but she didn't eat very much after all.
   She ……………………….
   a. might have been hungry
   b. can't like the food
   c. couldn't have liked the food.
3. John hasn't been feeling very well lately.
   He ………………………. the party next Friday.
   a. maybe not able to attend
   b. may not be able to attend
   c. must not be able to attend
4. My roommate promised to clean the room, but it is still messy.
   He ……………………….
   a. can't clean it
   b. couldn't have cleaned it
   c. couldn't to have cleaned it.
5. Jane left for work 30 minutes ago, so she ………………………. in a few minutes.
   a. might arrive
   b. couldn't have arrived
   c. might have arrived
6. Although it's raining at the moment, the forecast is for sunshine.
   It ……………………….
   a. could be nice tomorrow
   b. must be nice tomorrow
   c. couldn't be nicer tomorrow.

b **Complete the sentences using:** ***must, can't or might.***

1. I don't know where my umbrella is. It ………. be in my car but I don't remember seeing it there.
2. He has a lot of free time. He ………... come tomorrow.

3. She's a naughty girl! Her friends ……….. be tired of her.
4. That car ……….. be so expensive. It is very old and it is in a very bad condition.
5. After long hard work, Jane ……….. have been happy with her low grades.
6. That blouse has really good quality. It ……….. be quite expensive.

Everyday English *Making Polite Request*

a **Complete The conversations with one word in each gap.**

1. **A:** Excuse me, …………… you tell me the way to the swimming pool, please?
   B: Yes, of …………… I can. You keep going this way, until you get to the traffic light.
2. **A:** Hello. Do you …………… what time the bank opens?
   B: I'm not …………… . I'll just ask someone.
3. **A:** Do you want us to bring anything?
   B: That would be great. Could …………… bring some salad, and maybe something for dessert?
4. **A:** Yes, …………… course. Anything else?
   B: No, that's fine.
5. **A:** Could you …………… me with my bags?
   B: I'm ……………, I can't. I've got hands full.
6. **A:** Would you …………… coming to get me from the station?
   B: OK. …………… . Wait outside and I'll be there in ten minutes.
7. **A:** Could you …………… me what time the show starts?
   B: …………… me have a look. The afternoon show starts at 2 p.m.
   A: Thanks very much.

Listening

a **Before listening, try to answer these questions.**

1. What is the shape of a coin?
2. What is the shape of a stamp?
3. What is the shape of a road sign?
4. Name the shapes of some objects in your classroom.

b R11.2 **Listen to the following talk and guess the main idea.**

c R11.2 **Listen to the text again. Read the sentences below and tick the correct box.**

	True	False	We don't know
1. Understanding geometry leads to know what it is.			
2. Children build their math skills in a week.			
3. Geometry is concerned with numbers.			
4. Geometry helps children solve everyday life problems.			

Speaking

Discuss the following questions with your partner.

1. Which angle is less than 90°?
2. Which angle is more than 90° but less than 180°?
3. Which type of triangle has three equal lines?
4. Which type of triangle has one angle of ninety?
5. Which type of triangle has two equal lines?

Writing

a **Read this article about Al-Kindi, one of the most famous mathematicians in the Arab World.**

Al-Kindi was born in Kufa to an aristocratic family of the Kinda tribe. His father Ishaq was the governor of Kufa, and al-Kindi received his preliminary education there. He later went to complete his studies in Baghdad. Clearly, he was most influenced by the writings of Aristotle and the influence of Plato can also be seen in al-Kindi's ideas.

Al-Kindi wrote many works on arithmetic that included manuscripts on Indian numbers, the harmony of numbers, lines and multiplication with numbers, relative quantities, measuring proportion and time. He also wrote on space and time.

In geometry, al-Kindi wrote, among other works, on the theory of parallels. He gave a lemma investigating the possibility of exhibiting pairs of lines in the plane which are simultaneously non-parallel and non-intersecting. Also related to geometry was the two works he wrote on optics, although he followed the usual practice of the time and confused the theory of light and the theory of vision.

b **In no more than 100 words, write an article about** ***One of the Most Prominent Mathematicians in History.***

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Unit 12

Solar System

Reading

Read the following text then do the tasks below. Arab World.

The Impact of the Sun on Earth

The impact of the sun on Earth life depends on the heat and light the sun sends, which could not have existed without them and without the flow of its radiation in regularity and continuity. If this energy increases or decreases, this will affect the extent of its heat or coldness, with the accompanying grave danger, and the earth may become unfit for life. On the other hand, the earth's atmosphere preserves the sun's heat, allowing its rays to pass to the surface of the earth, creating warmth. However, it doesn't help it exit again to outer space easily.

Life on Earth also depends on the influence of the sun to provide food. All living organisms, including plants and animals enter what is called the 'food chain'. This chain starts with green plants that get their food through 'photosynthesis'. In this process, the plant mixes light energy with carbon dioxide from the air with water available in the soil to get its need from food. Through these reactions, oxygen is released. Some animals may feed on these plants, which in turn will be for bigger animals. In the end, humans feed on plants and animals.

On the other hand, sunlight has its disadvantages. If its quantity increases, it causes burning of the skin, and it may cause great damage to the eye if staring at it directly. As for the weather, it is greatly affected by the sun's rays. It evaporates water from rivers, lakes and oceans, then it falls in the form of rain and snow.

a **In pairs, match the underlined words that suit the following definitions.**

1. living creatures …………………
2. looking at with a steady gaze …………………
3. the process of emitting energy in electromagnetic waves …………………
4. the process by which plants convert light energy into chemical energy …………………
5. turn into vapour …………………
6. keep/ protect …………………

b **Answer the following questions about the text.**

1. What are the main elements of life on Earth?
   ……………………………………………………………………………… .
2. How does the Earth's atmosphere work?
   ……………………………………………………………………………… .
3. Are humans a part of the food chain? How?
   ……………………………………………………………………………… .
4. When does sunlight become dangerous?
   ……………………………………………………………………………… .
5. Which sentence describes the article best?
   ……………………………………………………………………………… .

a. *Sunlight has its disadvantages if its quantity increases.*
b. *Life on Earth depends on the heat and light the sun sends.*
c. *' Food Chain' starts with green plants that get their food through 'photosynthesis'.*

c **In your opinion, what happens to the Earth if it stops revolving around the sun?**

d **Read the article again. Tick the true sentences. Correct the false ones.**

1. Life on Earth is impossible without the sun's heat and light.
2. It doesn't matter if the sun's radiation increases or decreases.
3. In "photosynthesis", the plant mixes light with oxygen and water to get its need from food.
4. The sun's light evaporates water from rivers and oceans.

Vocabulary Gradable and Non-Gradable Adjectives

a **Match the gradable adjectives in A to the non-gradable adjectives in B.**

A		B	
bad	*funny*	*lovely*	*obese*
small	*fat*	*ancient*	*spotless*
hot	*sad*	*terrible*	*tiny*
old	*nice*	*miserable*	*boiling*
clea	*interesting*	*hilarious*	*fascinating*

b **Work in pairs. Check your answers.**

c **Tick the correct adjective to complete the meaning in the following sentences. Check the answers with your partner.**

1. She hasn't passed the exams. She is very *sad / miserable*.
2. Most castles were built thousands of years ago. They are absolutely *ancient / old*.
3. You must learn to put up with this weather. It is absolutely *hot / boiling*.
4. Tareq weighs more than a hundred kilograms. He is very *fat / obese*.

d **Check the answers with your partner.**

Pronunciation Tongue Twisters

a R12.1 **Read and listen to the following. In pairs, practise saying them. Repeat each twice.**

1. Four fine fresh fish for you.
2. Red lorry, yellow lorry.
3. Flash message
4. She sees cheese.
5. I sit the sheet, the sheet I still, and on the slitted sheet I sit.
6. We surely shall see the sun shine soon.

Grammar

Subject-Verb Agreement

- If the subject and the verb are separated, they will be separated by a prepositional phrase and other and words as along with, as well as, besides, not, etc. which have no effect on the verb.

Examples:

Incorrect: ~~A bouquet of yellow roses lend colour and fragrance to the room~~.

Correct: A bouquet of yellow roses lends . . . (bouquet lends, not roses lend)

- The verb in and/ or, either/or, or neither/nor sentence agrees with the noun or pronoun closest to it.

{neither/either + noun + nor/or + plural noun + plural verb}

{neither/either + noun + nor/or + singular noun + singular verb}

Examples:

Neither the plates nor the serving bowl goes on that shelf. /Neither the serving bowl nor the plates go on that shelf.

- As a general rule, use a plural verb with two or more subjects when they are connected by and.

Example: *A car and a bike are my means of transportation.*

- In sentences beginning with *here* or *there*, the true subject follows the verb.

Examples:

There are four hurdles to jump. / There is a high hurdle to jump.

- Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.

Examples:

Three miles is too far to walk. / Five years is the maximum sentence for that offense.

BUT

Ten dollars (i.e., dollar bills) were scattered on the floor.

- With words that indicate portions—e.g., *a lot, a majority, some, all,* we are guided by the noun after *of*. If the noun after *of* is singular, use a singular verb. If it is plural, use a plural verb.

Examples:

A lot of the pie has disappeared.

- With collective nouns such as *group, jury, family, audience, population,* the verb might be singular or plural, depending on the writer's intent.

Examples:

A third of the population was opposed **OR** *were opposed to the bill.*

- The word were replaces was in sentences that express a wish or are contrary to fact:

Examples:

If Joe were here, you'd be sorry. / I wish it were Friday.

- Some nouns *(belongings, clothes, congratulations, thanks, goods, police, staff, stairs, outskirts, etc.)* are usually plural and take a plural verb:

Examples:

Police believe that Adam is in Brazil. / The clothes are thrown everywhere in the room.

a **Fill in the blanks by choosing the correct option.**

1. Fire and water .... not agree.
   a. do   b. does   c. to do
2. None of you .... done his work seriously.
   a. to have   b. have   c. has
3. The cow as well as the horse .... grass.
   a. eat   b. to eat   c. eats
4. Neither Abdulrahman nor I .... to follow you.
   a. are   b. am   c. is
5. The prices of some items of clothing .... high to me.
   a. to seem   b. seem   c. seems
6. Goods .... been imported from Japan.
   a. have   b. has   c. to have
7. The fifty pounds he gave me .... soon spent
   a. were   b. was   c. to be
8. All of the pie .... burnt.
   a. seem   b. seems   c. to seem

b **Correct any mistakes in these sentences.**

1. The latest news of the earthquake survivors are very disturbing.
2. Diabetes are an illness caused by too much sugar in the blood.
3. An early analysis of the results show that the Socialists have won.
4. People is running in all directions trying to get away.
5. Sonny have announced rising profits for the third year.
6. None of the TV programmes is worth watching tonight.
7. A number of refugees has been turned back at the border.
8. All the furniture were destroyed in the fire.

c **Complete these extract from news articles with a singular or plural form of the verbs in brackets. Sometimes both are forms are possible.**

1. The research group now .... *(admit)* that the criteria they used .... *(be)* not usually reliable, and that the figure of 85% .... *(be)* exaggerated.
2. On average, 25 liters of water .... *(be)* used each day per household and as the population regularly .... *(shop)* out of the town.
3. Some 30% of the office space in Paris .... *(be)* presently empty and the Department for Employment .... *(extend)* higher living standards, this figure will rise.

Everyday English *Dealing with Unexpected Problems*

a **Put the statements in the correct order to make a dialogue.**

A: Hello, is that Sara Parry? [1]

B: Speaking. [2]

A: I wonder if it would all right to move your appointment to the same time tomorrow. [ ]

B: Let me get my diary. Yes, that's fine. See you tomorrow. [ ]

A: Oh, hi, this is Emma form Head Master, the hairdresser's. [ ]

B: What a nuisance. [ ]

A: Um, we've got you down as having an appointment with us for ten o'clock, with Mary. [ ]

B: That's right. [ ]

A: Yeah, and we haven't actually been able to get anyone to cover for Mary. [ ]

B: Hello Emma. [ ]

A: Well, I'm afraid Mary's not in today, and we've got a couple of staff off sick. [ ]

B: Oh, dear. [ ]

Listening

a **Answer the following questions.**

1. What does the universe consist of?
2. How are distances between planets and galaxies measured?
3. Which galaxy does the solar system go round?

b **Before you listen, match the words in A to their meanings in B.**

c **R12.2** **Listen to an extract about 'What is the universe made of ' then do the tasks below.**

1. Tick the true sentences. Cross and correct the false ones.

- According to the scientists, the universe is made of five materials.
- The Natural Matter consists of hydrogen and some other gases.
- Stars began to appear before galaxies did.
- Dark Energy causes galaxies merging and stars exploding.

A	B
properties	crash
merge	blow up
collide	characteristics
explode	combine or unite into a single body

2. Work in pairs. Check your answers.

3. **R12.2** Listen to the extract again. Fill in the gaps with words you hear to complete it.

What is the universe made of?

Scientists believe that the universe is made of three [1].......... materials, namely: Natural Matter, Dark Matter and Dark Energy with the following percentages 5%, [2] .... and 70% respectively.

Natural Matter consists of protons, electrons and neutrons [3] .... atoms, where stars, planets and everything else visible in the universe which have a [4] .... and properties.

According to the interpretation of the scientists, there was [5] .... in the universe. But after the stars began to appear, the galaxies, [6] .... and various space objects stuck by the dark matter which holds them together as gravity does.

Dark Energy forces and moves them in wide [7] ...., which leads to galaxies merging or stars colliding and exploding.

Speaking

In groups, discuss these situations:

1. You are an astronaut on a peaceful, exploratory mission to a planet. As a representative from Earth, you are to present three gifts from our planet. What items will you take? Tell the class.
2. Using your knowledge on science, geography and environment, explaining what we would have to do to survive on another specific planet in our Solar System.

Writing

a **In no more than 100 words, write a composition about an imaginary journey to the moon. Include the following in your writing.**

a. How long will it take?

b. What kinds of food will you have?

c. Should anybody be given this chance, or will people be selected carefully?

d. What are you going to do there?

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Progress Test 3

Reading

a **Fill in the gaps with the missing words.** **(15 marks)**

be , an , of , the , at , and , is , if , that , into , for , are , in, been, to

According [1] ……… the International Ecotourism Society (TIES), ecotourism can be defined as "responsible travel to natural areas [2] ……… conserve the environment, sustains the well-being [3] ……… the local people, and involves interpretation and education". Its purpose may [4] ……… to educate the traveler, to provide funds for ecological conservation, to directly benefit the economic development of local communities, or to foster respect [5] ……… different cultures.

Ecotourism typically involves travel to destinations where flora, fauna, [6] ……… cultural heritage are the primary attractions. It [7] ……… intended to offer tourists an insight into the impact of human beings on the environment and to encourage a greater appreciation of our natural habitats. Therefore, in addition to evaluating environmental and cultural factors, [8] ……… integral part of ecotourism is the promotion of recycling, energy efficiency, water conservation. Among the reasons that help understand why ecotourism has [9] ……… growing are, it is easier to access remote ecotourism destination nowadays; thanks to cheap flights and accessible infrastructures; also there's a greater interest [10] ……… challenging and more educative tourism.

Despite the goal of protecting the environment, ecotourism can, even [11] ……… unintentionally, create environmental harm because Eco tourists often go to environmentally fragile areas that risk collapse or getting eroded; disturbance of wildlife, [12] ……… removal of vegetation for plant collection, for instance, and garbage generation increases due to visitors are also likely consequences of ecotourism; Some visits [13] ……… done in sensitive periods like during breeding or hatching periods; There are hidden impacts such as the consumption of fuel for air or road travel; there's the risk of ecotourism turning into mass tourism with a huge impact [14] ……… different levels besides environmental.

Ecotourism provides the opportunity for immersion [15] ……… the natural world in an enjoyable and effective manner, resulting in greater compassion and better stewardship of the world's remaining natural wonders.

Adapted from https://youmatter.world

b **Find words in the text which mean the following.** **(6 marks)**

1. to maintain
2. to encourage
3. all the plants that grow in a particular place or country
4. all the animals living in a particular area or period in history
5. the basic systems and facilities needed in a country (roads, buildings…)
6. the way that someone controls or protects something

c **Rewrite these sentences about the text to correct the information.** **(8 marks)**

1. Ecotourism encourages visiting archeological sites and promotes modern tourist's attractions.
2. Some of the bad effects of ecotourism are the protection of wildlife and consumption of plants.

Grammar

a **Rewrite the sentences in reported speech.** **(20 marks)**

1. 'I'll come and see you on Friday if that's all right.' *(She said)*
2. 'Are you going to audition for the play?' *(Emma asked me)*
3. 'Why did Matthew look so embarrassed when he saw Carole?' *(He asked)*
4. 'The shop's closing in half an hour.' *(She explained)*
5. 'The police have been investigating new allegations of fraud.' *(A spokesperson said)*
6. 'What have you done with the student records?' *(She asked me)*
7. 'When the project first started, there was a lot of interest in it.' *(She explained)*
8. 'Where did you buy that book?' *(He wanted to know)*
9. 'My new computer has made a lot of differences to me.' *(She said)*
10. 'Have you been eating properly?' *(The doctor asked me)*

b **Change the verbs in brackets into gerunds or infinitives.** **(8 marks)**

1. I have finished my homework. It's time .... *(go)* to bed.
2. She likes .... *(run)* every morning before breakfast.
3. We thought about .... *(leave)* early to catch the bus.
4. They decided .... *(wait)* for the bus.

c **Complete each sentence with a noun from the box and an appropriate form of the verb in brackets (singular, plural or both).** **(6 marks)**

audience	class	jury	orchestra	press
team		the United Nations		university

e.g. The volleyball team play/ plays twice a week in the summer. *(play)*

1. If the .... to host the conference, I just don't know where we will be able to hold it. *(refuse)*
2. The worldwide television.............. for tomorrow's cup final .... expected to be 200 million. *(be)*
3. The .... classical concerts throughout the year. *(perform)*
4. The Waterman's Junior Book Prize .... three adults and three children. *(include)*

5. The.................. all passed the end-of-year exam. *(have)*
6. The .... a picture of chaos in our schools, but it's just not like that at all. *(present)*

d **Use your own ideas to complete the sentences.** **(6 marks)**

1. I'd go out tonight if ....
2. If I had more free time, ...
3. If you give me the camera, ...
4. Who would you phone if .... ?
5. Cities would be nicer places if ....
6. If there was no internet, ...

Writing

(31 marks)

Write an email calling for action to protect one of the environmental places. Use the prompts below to help you.

- What is the place?
- Why is it in danger?
- What can be done to change the situation?

Appendix I

Parts of Speech

1. Nouns: A noun is the name of a person, place, thing, or idea.

2. Pronouns: A pronoun takes the place of a noun in a sentence.

3. Verbs: A verb tells what action someone or something is doing or expresses a state of being.

4. Adjectives: An adjective describes a noun or a pronoun. It tells what kind, how many, or which one.

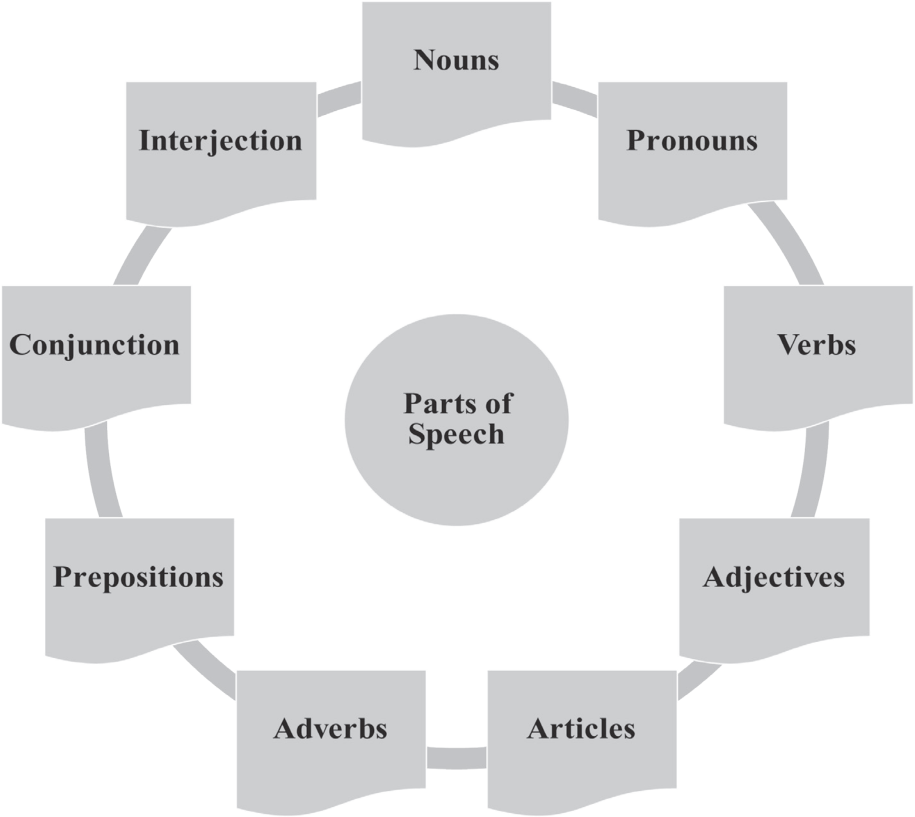
5. Articles: the words ***a***, ***an*** and ***the*** are special adjectives called articles. An article is used before a noun.

6. Adverbs: An adverb describes a verb, adjective, or adverb. It tells how, when, where, or to what extent.

7. Prepositions: a preposition describes a relationship between a noun or pronoun and another word in the sentence.

8. Conjunctions: A conjunction joins words or phrases in a sentence.

9. Interjections: An interjection is a word or a phrase that expresses a strong feeling or emotion.



Appendix II

Punctuation Rules

Full Stop (.): This is the most popular punctuation mark because you simply cannot write even a single sentence without using it. So, there are two most common uses of a full stop: to indicate the end of a sentence, or to follow an abbreviation.

Comma (,): A comma is often used to separate different ideas in a sentence. However, it has many other uses as well, and it is important to remember them as well.

Question Mark (?): A question mark, as its name suggests, needs to go at the end of every interrogative sentence instead of a full stop.

Exclamation Mark (!): An Exclamation mark added at the end of a sentence shows emphasis. Depending on the meaning of the sentence, it can indicate anger, happiness, excitement, or any other strong emotion.

Quotation Marks (" "): As their name suggests, quotation marks indicate direct quotations. You can also use them to show that a word or a phrase is being used ironically or for titles of articles, book chapters, episodes of a TV- show, etc.

Apostrophe ('): An apostrophe has two very important uses. Firstly, it can be used in contractions in place of omitted letters. Secondly, it can show possession.

Hyphen (-): Even though it looks very similar to a dash, a hyphen has very different uses. It is commonly used to create compound words.

Dash (--): There are two different dashes, the en dash and the em dash, the first being slightly shorter than the second one. The en dash is usually used to show a connection between two things, as well as a range of numbers, years, pages, etc.

Colon (:): A colon is a punctuation mark you will come across very often in different circumstances. It can introduce an example, a list, an explanation, or a quotation. Or, you can also use it to emphasize a certain point.

Semicolon (;): A semicolon is a punctuation mark that creates a longer pause than a comma but a shorter pause than a full stop. So, it can be used to create a pause between two independent clauses that are still closely related to each other.

Parentheses (( )): In most cases, you will see additional information in parentheses. Usually, it can be omitted without creating any confusion for the reader.

Brackets ([ ]): Brackets are, in a way, similar to parentheses. However, they are mostly used in academic writing and when presenting quotes. For instance, the writer can add extra information or fix mistakes in brackets, without changing the original quotation.

Ellipsis (...): An ellipsis creates an intriguing and mysterious atmosphere in the text. In addition, it can be used to show that some letters or even words are omitted.

Slash (/): You might need to write a fraction, a measurement, or to suggest alternatives in your text. There are just three of the instances where you will have to use a slash.

Appendix III

Writing Process

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organise their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

Writing process, as a classroom activity, incorporates the four basic writing stages:

1. Planning → **2.** Drafting → **3.** Revising → **4.** Editing

Let's explore each one of them

1. Planning

Pre-writing is any type of activity that encourages learners to write. Before you start writing, consider the following things:

1. Make sure you understand the type of essay you are about to write.
2. Decide the topic you will write about and narrow it down.
3. Consider your audience.
4. List some sources that cover information about your topic.
5. Learn as much as you can about the topic you are going to write about.

The following activities will help you gather as many ideas as you can, ideas that will be used in the drafting stage.

Group Brainstorming:

- Group member share ideas about a particular topic and spontaneity is the most important factor since there are no right or wrong answers.
- All ideas are welcome in this stage.

Rapid Free Writing:

- Students write as much as they can about a topic during 1 or 2 minutes. Student write freely and quickly single words and phrases about a specific topic.

Wh- Questions:

- Students generate who, why, what, where, when and how questions about a topic. Students can gather information from different sources to answer the questions they generate.

2. Drafting

- Once enough ideas are gathered during the planning stage, the first attempt at writing is *drafting*.
- In this stage, authors of a piece of writing focuss on writing fluently rather than focusing on accuracy or the neatness of the draft.
- Writers usually take into account the readers since that can dictate a certain style to be used.
- Before moving to the revision stage, learners usually receive feedback from instructors. This feedback can be oral or in writing.

3. Revising

Students should revise their draft based on the feedback given in the responding stage. They reexamined what was written and see how effective they were at communicating their ideas.

Revising is not only checking for language errors, it is done to improve the global content and organisation of ideas.

You can do the following things during this stage:

1. Rearrange words, sentences or paragraphs.
2. Take out or add parts.
3. Do more research if you think you need to
4. Replace overused words.
5. Read your text aloud to make sure it flows smoothly.

4. Editing

A good writer must learn how to evaluate their own language through checking their own text looking for errors.

Learners can also interchange text with peers, it is common for writers to ask friends and colleagues to check texts for spelling, etc.

Don't submit your writing before checking these points:

1. Correct Spelling **2.** Capitalisation **3.** Punctuation
4. Unclear words that need to be changed **5.** Appropriate style or formatting.

a. How to write a paragraph

1. Introduction / Topic Sentence: a paragraph has a TOPIC SENTENCE to answer directly the question or prompt.

2. Support or explanation: it USUALLY has 3-5 sentences to explain, give reasons for, tell more about, or prove your answer.

3. Conclusion: it has a concluding sentence "clincher" to finish the paragraph.

Remember

- A paragraph is ABOUT 1 SUBJECT. - A paragraph is INDENTED.

b. How to write an article about a famous building

When we want to write an article about a famous building, we follow these tips:

1. In the **introduction**, we mention what type of building it is, its location and its special features.

2. In the **body**, we give historical facts about the building (who designed it, when it was built, etc.). Then we describe the exterior and the interior of the building.

3. In the **conclusion**, we write general remarks about the building and a recommendation to visitors.

4. We use **past tenses** to write about historical facts and present tenses to describe the building, its location, etc.

Introduction	• Paragraph 1: name, location, special features
Body	• Paragraph 2: historical fact • Paragraph 3: description of exterior/ interior
Conclusion	• Paragraph 4: recommendation

c. How to write an informal letter

Writer's Address

Street,
Town,
Country,
Postcode.

Date

Day/ Month/ Year

Name or title

Dear

Introduction

Body of the letter

Conclusion

Signature

Your name

d. How to write a formal letter

Writer's Address

Street,
Town,
Country,
Postcode.

Date

Day/ Month/ Year

Recipient's Address

Name,
Street,
Town,
Postcode.

Name or title

Introduction

Three main points of the letter

1.

2.

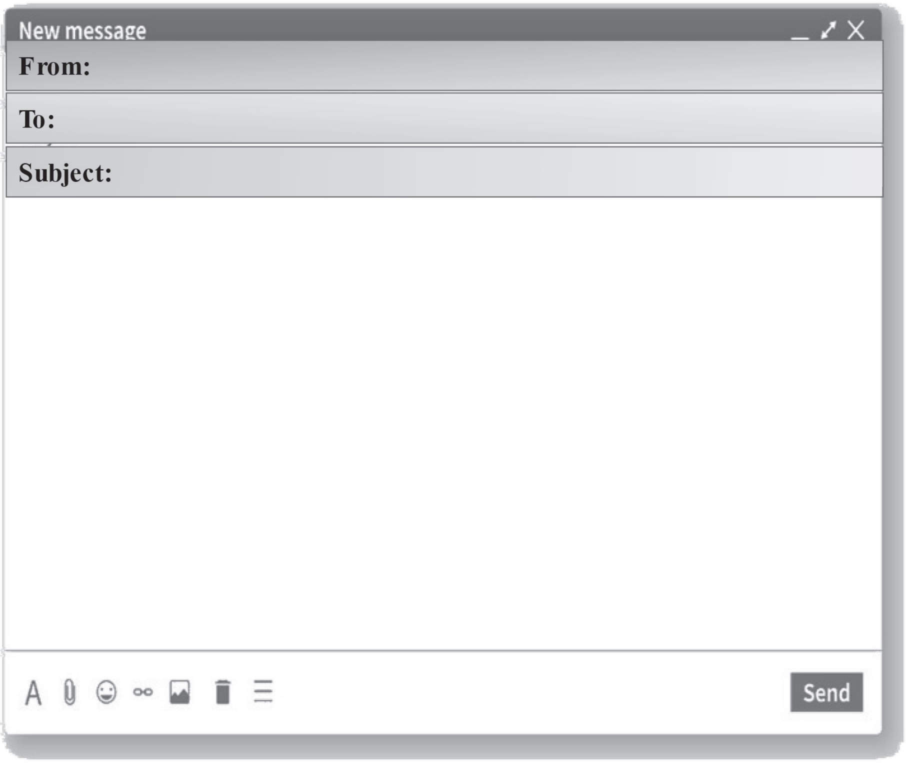
3.

Conclusion

Signature

Your name

e. How to write a formal email



f. How to write a report

Parts of a report:

1. The title

2. Introduction: It introduces the topic and purpose of the report and may summarize the material in the report. You might find the following kinds of documents as parts of a report's introduction.

3. Key facts: A table of contents listing the main parts of the report. The use of bullet points to separate the information under the *key facts* heading.

4. Recommendations: They tell what action should be taken based on the information you have presented. Some short reports and form reports do not have explicit recommendations.

5. Conclusion: It summarises the key points. It is a summary of the report telling the main idea and conclusion of the report (many readers will only read this part of the report!)

g. How to write a review of a play or a film you have seen

- Follow the following format:
- Write the name of the play or a film
- Write about the story and main characters
- The performances/the set/the special effects
- Your opinion

h. How to write a Curriculum Vitae (CV)

Name:	Amer Hallak
Date of birth:	15/06/1985
Nationality:	Syrian
Marital Status:	Single

Qualifications:

2005	Obtained a degree in Pharmacology, Aleppo University
2008	Obtained a diploma in marketing, Aleppo University

Professional Experience:

2009-2012	University of Damascus Scientific Research in Pharmacology
2012-2016	Damascus International Fair Participated in Drug Development Programme
2016-2020	Dar Aldawa Company, Damascus Manager of marketing, responsible for marketing new drugs
2020 – Present	Shifaa Pharmacy Pharmacist at my own pharmacy

Languages:	Arabic (native speaker) English (fluent)
Interests:	tennis, travel, and computer applications

Appendix IV

How to Prepare a Presentation

An effective presentation is more than just standing up and giving information. A presenter must consider how best to communicate the information to the audience. Use these tips to create a presentation that is both informative and interesting:

1. Organize your thoughts. Start with an outline and develop good transitions between sections.

2. Have a strong opening. Why should the audience listen to you? One good way to get their attention is to start with a question, whether or not you expect an answer.

3. Define terms early. If you are using terms that may be new to the audience, introduce them early in your presentation. Once audience gets lost in unfamiliar terminology, it is extremely difficult to get them back on track.

4. Finish with a bang. Find one or two sentences that sum up the importance of your research. How is the world better off as a result of what you have done?

5. Design PowerPoint slides to introduce important information. Consider doing a presentation without PowerPoint. Then consider which points you cannot make without slides. Create only those slides that are necessary to improve your communication with the audience.

6. Time yourself. Do not wait until the last minute to time your presentation. You only have 5 minutes to speak, so you want to know, as soon as possible, if you are close to that limit.

7. Create effective notes for yourself. Have notes that you can read. Do not write out your entire talk; use an outline or other brief reminders of what you want to say. Make sure the text on slides is large enough that you can read it from a distance.

8. Practice, practice, practice. The more you practice your presentation, the more comfortable you will be in front of the audience. Practice in front of a friend or two and ask for their feedback. Record yourself and listen to it critically. Make it better and do it again.

Appendix V

Irregular Verbs

- Several of the most frequent verbs in the English language have irregular forms in the past. It is not difficult to learn these forms once you know the simple rules. The verbs are divided into eight sections for this purpose.
- In sections 8 & 4, the past and past participle forms are always different from each other. In all other sections (except section1), the past participle form is always identical with the past.
- These patterns are based on pronunciation. Occasionally sounds change where spelling does not, or vice versa; we have indicated the pronunciation where necessary.

1. Essential verbs (no particular pattern)		
be	was / were	been
do	did	done
get	got	got
go	went	gone
have	had	had
2. Verbs with no change		
burst	burst	burst
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
set	set	set
shut	shut	shut
spread	spread	spread
3. Verbs with one vowel change		
dig	dug	dug
feed	fed	fed
fight	fought	fought
find	found	found
hang	hung	hung
hold	held	held
lead	led	led
light	lit	lit
meet	met	met

read	read	read
shine	shone	shone
shoot	shot	shot
sit	sat	sat
slide	slid	slid
speed	sped	sped
spit	spat	spat
stick	stuck	stuck
strike	struck	struck
swing	swung	swung
win	won	won
wind	wound	wound
4. Verbs with two vowel changes		
become	became	become
begin	began	begun
come	came	come
drink	drank	drunk
ring	rang	rung
run	ran	run
sing	sang	sung
sink	sank	sunk
swim	swam	swum
5. Verbs changing to -ought or –aught		
bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
teach	taught	taught
think	thought	thought
6. Verbs with no vowel change, but a change in the final consonant (-t or -d is added)		
bend	bent	bent
build	built	built
burn	burnt	burnt
lay	laid	laid
learn	learnt	learnt
lend	lent	lent

make	made	made
pay	paid	paid
say	said	said
send	sent	sent
smell	smelt	smelt
spend	spent	spent
spill	spilt	spilt
7. Verbs with one vowel and one consonant change		
bleed	bled	bled
creep	crept	crept
deal	delt	dealt
dream	dreamt	dreamt
feel	felt	felt
flee	fled	fled
hear	heard	heard
keep	kept	kept
lean	leant	leant
leave	left	left
lose	lost	lost
mean	meant	meant
sell	sold	sold
sleep	slept	slept
stand	stood	stood
sweep	swept	swept
tell	told	told
understand	understood	understood
8. Verbs with one or two vowel changes and past participle ending in (–n or –en)		
bite	bit	bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
hide	hid	hidden
know	knew	known
lie	lay	lain
ride	rode	ridden
rise	rose	risen
see	saw	seen
shake	shook	shaken
speak	spoke	spoken
steal	stole	stolen
swear	swore	sworn
tear	tore	torn
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written